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OCTOBER, 1910

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THE SCHOOL JOURNAL

(Established in 1870)
OSSIAN LANG, Editor.

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Sorrows of the Ex-Sultan

To all appearances Turkey knows what to do with her ex-Sultans to prevent interference with political events. The prescription is simple—continuous and complete isolation from the outside world. Small wonder, then, that Sultan Abdul Hamid is described as the "unhappiest man on earth" as he passes melancholy days in the Villa Abatini. A correspondent of the London *Express* reports an account from the Berlin *Lokal Anzeiger* of the "Sick Man of Europe's" invalid existence. We read:

Neither advice nor entreaties, nor even stringent medical orders, will induce him to leave the house and take exercise in the garden.

Not only does he remain stubbornly indoors, but nothing will make him leave the first floor of the villa. He fears to trust himself to the ground floor lest bombs should be concealed in the cellars beneath. He will not go up to the second floor, for he thinks the villa might be set on fire, and he would perish before he could escape.

A victim to insomnia, he never undresses, but his thin, bowed figure is seen wandering during the night from room to room until finally Abdul Hamid falls exhausted and slumbers fitfully on a couch.

He works as a carpenter during the day, and recently he finished making a large wardrobe.

Strangely enough, his one desire is to find a purchaser for it. It is not that he needs the money, but he longs to convince himself that the work of his hands is of monetary value.

He begs his warders for leave to send the wardrobe away from the villa to be sold, but his request is refused invariably. The Turkish Government fears that within the woodwork there may be concealed some undesirable communication to his friends.

Abdul Hamid knows nothing of the outside world. Neither he nor the two wives and the

servants who followed him into captivity are allowed to read any newspaper.

Once his keen desire to learn what was happening led him to attempt to bribe one of his warders, to whom he offered £100 for the latest newspapers.

He clamors for details of the revolution which ended his reign.

Sometimes he sits hour after hour deep in melancholy meditation.

Recently, when the officers on duty congratulated him on his birthday, Abdul Hamid wept and said, "I was once a great Sultan, and therefore you can only mock me when you congratulate me in my humiliation."

Abdul Hamid is intensely lonely. Abdul Rachim, the only son who followed him into captivity, has deserted him, declaring that his father was so petulant and nervous that no one could endure life in his vicinity. Burhann ed Din, his favorite son, to whom he desired to leave his crown, has repudiated his father, accusing him of having caused the death of his mother because Abdul Hamid refused to summon a competent medicine man to attend her in her illness.

A Sky Voyage

O would you go a-sailing
Upon the light, light breeze?
Above the town and country,
Above the tallest trees?

I'd like to go a-sailing
Upon the light, light breeze,
But we've no ship nor pilot
To take us on the seas.

The new moon's boat we'll borrow,
Made all of mother-o'-pearl,
A rosy cloud from sunset
For canvas we'll unfurl.

Then all the lovely flower folk,
Whose race is done below,
Will join us in our voyage,
As on and on we go.

No trouble shall o'ertake us,
No dreary sight nor sound;
The bobolink may greet us,
Singing a morning round.

A star shall be our pilot
Across the sea of light,
And some enchanted island
Shall be our port at night.

—EDITH M. THOMAS.

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THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXVIII.

October 1910

No. 2

OSSIAN LANG, Editor.

Religious Instruction in Common Schools

Encouraging progress has been made in recent years in arousing people to the necessity of some form of religion in the common schools. Serpent-wise politicians, tacticians and drifters are cautioning against the introduction of anything of a religious nature. Uncompromising dogmatists will acknowledge nothing as religious that does not embrace the whole of their theology. Mercenaries who are thriving on the allegation of "irreligiousness" also scorn the idea that religion can ever be taught in the common schools. It is of no use to argue with the unpersuadable. The honest doubter, who wants to be shown, is the only one we have to deal with: He is the American people of the United States.

Over against the opponents of religious instruction stands the zealot with whom "the shameful neglect of religious education in our public schools" is a favorite topic for fulmination. One clergyman whose recent utterances were widely disseminated by the press, said:

Thru criminal ignorance of the distinction between theology and religion, and the wilful perversion of the plainest instincts of our better nature, we have the children of our public schools kept almost in ignorance of the vital principles of our common Christian faith.

If this is true, whose fault is it? Assuming even the extremist view, that the common schools teach no religion of any kind, who is to blame? If the consciences of Protestant clergymen were half as sensitive as those of the priests of the Catholic church, with regard to the religious bringing up of the young, there would be no problem.

The pastoral idea among the non-Catholic denominations is not as intensely identified with the office of clergyman as it was in Colonial New England. There are exceptions, of course. Thus there are at least two "synods" of Lutherans, with whom pastoral responsibil-

ities include the entire household of every individual member. Nevertheless, the fact remains that the greater number of ministers do not concern themselves emphatically enough with the religious instruction and training of the children in their congregations.

How many clergymen are there who visit the schools attended by the children of their fold, to satisfy themselves as to the moral atmosphere and the character of the teachers? The fight for decent provision for rural schoolhouses, and the extermination of moral dangers resulting from the lack of it, would have ended long ago if the ministers had felt their responsibilities toward the children keenly. If there is irreligiousness, it cannot be charged against the schools any more than against the drygoods stores, insurance companies, or orthopedic institutes. A common school is maintained for specific purposes. Where religious instruction is not expressly prohibited, as is actually the case in a few localities, no special provision is made for such instruction anywhere that I know of.

The point is not that the common schools have neglected any particular duty, but rather that the tendencies of the times have made it necessary that these schools should assume a partial responsibility for the religious instruction of the young.

What can the schools teach? What ought they to teach?

Our religious creed, as a people, is inscribed on every silver dollar. Teachers may look it up on a twenty-five-cent piece. There it is written plainly: "In God we trust." The atheists, and even the agnostics, must submit to this as immigrants and home-comers alike must submit to the customs regulations. Our "trust in God" is even more fundamental than customs regulations. It does not depend on chiefs and changes. "In God we trust" is our profession of faith as the people of the United States.

The common schools can teach that there is a God, that He is the Creator and Ruler of the universe.

Our Father's God to thee,
Author of liberty,
To thee we sing.
Long may our land be bright
With freedom's holy light,
Protect us by Thy might,
Great God our King.

We have no king but God. Him we acknowledge as the Supreme Ruler. His law is higher than the Constitution which sprang from it, and which assures the supremacy of that law. The summary is found, by common acceptance, in the Golden Rule. Specifically it is the Decalog. The spirit of the law and its interpretation are brought out in the Sermon on the Mount.

"In God we trust" implies belief in the Fatherhood of God. If we are His children, then we are brothers and sisters. The one idea suggests the other. The Fatherhood of God and the brotherhood of man are intrinsically religious ideas. They are essential as a basis for ethical teaching. A system of ethics is impossible without them. Attempts have been made to supply a naturalist basis for ethics, the most notable among recent attempts being that of Peter Kropotkin in the *Nineteenth Century*. Not one has been able to supply a substitute for the Divinity basis for ethics.

This much, then, the common schools should teach of religion, if for no other reason than to give authority to their ethical teachings. Thereby, too, these schools will help to awaken a religious interest in the children who otherwise might never come in contact with such an influence.

The religious material which the common schools may use, without reasonable conflict with any religious creed, in our country, may embrace whatever is comprehended in the conceptions of the Fatherhood of God and the brotherhood of man. This includes the Ten Commandments and the commentary supplied in the Sermon on the Mount, a carefully chosen number of Biblical stories, selections from the poetry of the Psalmists and Isaiah, and good hymns that do not give offence to the children of any denomination represented in the schools.

This seems to be asking a great deal, considering that heretofore we have had no plan of

any kind for teaching religion. But after all it is very little, and wholly insufficient to satisfy the religious needs of the children. The denominational part will have to be supplied by the denominations themselves. This is the business of the churches.

THE SCHOOL JOURNAL stands for the common school as the central agency for the education of the young. This school ought to be attended by all the children. It is the common meeting-place for all. There must be no segregation of children into denominational camps. All will have to live together as citizens in their common country, as brothers and sisters for the advancement of the welfare of their country. That is what they learn at school. The churches which are solicitous for the religious salvation of the young can still be given every reasonable support. Here is a plan which is submitted for consideration:

All the children attend the common schools. The church organizations provide for religious instruction, if they care to, by gathering the children before or after school hours, as often as they deem necessary. The common school authorities will set aside rooms for the use of authorized religious teachers who will instruct the children who come to them by the consent of their parents. There must be no missionarying in the common schools. The parents must be approached and persuade their children to attend the classes of the teachers of their choice.

Some churches will prefer to have the children gather in rooms filled with the religious atmosphere, and dedicated to purely religious purposes. In order to meet these conditions, one afternoon each week, say Tuesday or Wednesday, may be set aside for religious instruction. All pupils presenting documentary evidence of their membership in a religious class called together that day will be excused for the afternoon.

It seems that the plan suggested here ought to appeal to all reasonable persons who recognize the need of the religious instruction of youth and are honestly striving to provide for such instruction. "Half a loaf is better than no bread."

Let us keep the matter before the people. The issue is a vital one. It concerns the welfare of the whole country.

As long as parents are not alive to the seriousness of the problem there can be no progress. The schools can rise no higher than the people will permit them to go. In religious matters, especially, we must make sure that the parents are with us. Beware of the furor theologians.

The religious bringing up of the children is the responsibility of the home. No one can relieve the home of this responsibility.

Cheerful Confidences

It Pays to Have a Good Time

By the way, I just began my thirty-first year of teaching day before yesterday. I can't persuade myself at all that I am tired of it. It is probably because I have been lucky in my superintendents and principals. I never had one very long who interfered with me or prevented me from doing things my own way. Whenever I have come in conflict with such a one, either he or I have been turned out by the board of education, and I have had the opportunity to try new fields and escape monotony.

Losing One's Place Not So Bad

It must be distressing to teach the same thing the same way more than three times running. I just won't do it. I know that my own mental life and happiness is worth more than the ease of complying with the requirements of some hide-bound systemist. Sometimes this independence has cost me an election and then I've had to move, but that isn't a bad thing for a man. You are always sure of employment. If you keep yourself clean and cheerful there never will be a time, during your lifetime at least, when you will need to go cold and hungry. This moving about from town to town is a splendid thing for a schoolmaster. If the principal at Casebury hadn't had me supplanted I might have been there to-day, buried in a rut so deep the sunshine couldn't touch me, in a town hopelessly gone to seed. I'll wager you never even heard of Casebury. The principal at Dover, never mind which State, insisted on my doing everything each time exactly as he did it once. It ended in my getting an invitation to go elsewhere. If it had not been for that move just at that time my daughter would never have married the man who now seems to me the most thoroly delightful son the human mind can conceive.

The Fun of Fence-Building

After a while I think I learned how to build fences in the community, so that I wasn't so easily driven out of the pasture. I discovered that the real business of teaching lay with human beings. Rather stupid of me, you will think, in calling that a discovery, but my own education and my normal school training had made a book, a method, a subject, a course of study, a syllabus, a system, or something other than a group of boys and girls, the main consideration of my professional effort. Some stray sentence, somewhere, awoke in me the realization that the essence of education was human and social. It is not getting the contents of a book into a boy, but it is knowing a boy and liking a boy and cultivating a boy so that he will grow to be an effective boy and then to be a fine man. The main thing is for me to have the influence upon him that will result in his growing right. The influence that

makes peach trees grow right is soil, rain, and sunshine. The influence from a teacher, I said to myself, that makes people grow right is what this author had read meant by "social force." I can't get social force unless I exercise it. I can't exercise it by studying syllabuses or books, I've got to get out amongst folks and be a social success. From that time to this I have never had a dull year, and what is somewhat to the point, I have never been outsted from a place.

It works like this: I see that to benefit my youngsters I've got to like them, and to have them like me. I can do this most quickly by getting acquainted with their fathers and mothers. I don't have to wait for an introduction to these folks. It is natural enough for me to drop in of an evening and to say, "I'm Henry's teacher, and I always find I can do better for a boy if I know his father and mother." It's funny how uncomfortable those parents are for the first few minutes. Some notion of the wrong kind seems to have taken possession of American fathers and mothers to the effect that a teacher won't call unless there is something the matter. I enjoy seeing their uneasy curiosity gradually evaporate and a real cordiality replace it. I think if you try this scheme you will find that you always get an invitation to call again. I do call again. I have pleasant games of cards with the card-players, talks about politics with the politicians, great travelogues with the people who have seen strange places, and tip-top book talk with the ministers.

The Teachers Great Chance for Good Times

I seem to have lost my arrogance and self-conceit. I don't have the trouble with my superiors that I did; because I have learned that I don't know everything and that what I do know I can bring about better with a little patient compromise than by obstinacy and truculence. I don't seem to have difficulty with disciplining children any more. I guess it is because I have learned that coaxing is more effective than trying to drive and, contrary to my old belief, I think it is just as good for a boy and better for a girl. More than that: imperfect as my teaching is it's ten times as good as it was, because I don't do the whole thing any more. I feel that my business is to keep the youngsters doing it. I know it is the usual belief that a teacher ought to be a good talker. I have learned in social experience that a good listener is just as necessary a part to play.

It may be that I started out on my pastoral calling habit from a sense of duty, but I guess I have forgotten most of that feeling now. It has proven such fun. It may be you might look forward to calls upon parents as a good deal of a task, but it usually pays large returns upon the labor, by the variety of interest, amusement, and instruction it brings. In addi-

Memory Gems for October

(Saturdays and Sundays omitted)

OCTOBER 3

Little by little all tasks are done,
So are the crowns of the faithful won.

OCTOBER 4

'Tis only lovely thoughts can make a lovely face.

OCTOBER 5

They are always slaves who dare not be
In the right with two or three.
—LOWELL.

OCTOBER 6

I can be a sword both trusty and true,
Which wins when others have failed;
Its temper is perfect, its edge is keen,
Its luster has never paled.

OCTOBER 7

Good lieth not in pursuing,
Nor gaining of great nor of small,
But just in the doing, and doing
As we would be done by, is all.

OCTOBER 10

The locust trees are hung with pods
Of glossy russet-brown,
And tawny leaves of sycamores
Are swiftly drifting down.
—STEIN.

OCTOBER 11

Open your eyes, little children,
And open your hearts as well,
Till the charm of the bright October
Shall fold you in its spell.
—ANGELINA WRAY.

OCTOBER 12

By country roads the scarlet sumac's burning,
And over zigzag fences spread and shine
The lush dark berries, daily turning
Their loyal heart's blood into purple wine.
—ELLIOT C. TRUE.

OCTOBER 13

The stacks of corn, in brown array,
Stand waiting thru the placid day,
Like tattered wigwags on the plain.

OCTOBER 14

Wings for angels, but feet for men!
We may borrow the wings to find the way;
We may hope, and resolve, and aspire, and
pray,
But our feet must rise or we fall again.
—J. G. HOLLAND.

OCTOBER 17

He strikes straight out for the Right—and he
Is the kind of a man for you and me!
—J. W. RILEY.

OCTOBER 18

The buds may blow and the fruit may grow,
And the autumn leaves drop crisp and sere;
But whether the sun, or the rain, or the snow,
There is ever a song somewhere, my dear.
—J. W. RILEY.

OCTOBER 19

If you would not be known to do a thing,
never do it.
—EMERSON.

OCTOBER 20

It is important to learn early to rely upon
one's self, for little has been done in the world
by those who are always looking for someone
to lean on.
—EDWARD EVERETT.

OCTOBER 21

Count that day lost
Whose low descending sun
Views from thy hand
No worthy action done.
—ROBART.

OCTOBER 24

He liveth longest who can tell
Of true things truly done each day.
—COWPER.

OCTOBER 25

Do well the duty of the child,
And manhood's task is well begun.
—BURLEIGH.

OCTOBER 26

Beware of too sublime a sense
Of your own importance and consequence.
—COWPER.

OCTOBER 27

For every happy smile the world
Whirls on its way with less of care.

OCTOBER 28

Life as it is! Accept it; it is thine!
The God that gave it, gave it for thy good.
—RICHARD HOVEY.

OCTOBER 31

'Twas a brown little, plain little, thin little girl.
Her nose was a failure, her hair wouldn't curl.
But the children all loved her, "because," they
all cried,
"She's so kind, and so bright, and so lovely
inside."

Ethics thru Literature*

By HARRIET E. PEET, State Normal School, Salem, Massachusetts

Telling the Truth—Part I

There are in the minds of many children, and, we must admit, among grown people as well, certain confusions as to the nature of truth. These must be cleared up before basic honesty, sincerity, and effective conduct can be reached. The three most apparent confusions are in the distinction between verbal and actual truth, in the conception of falsehood as an effective means to an end, and in the solution of the problem where there is a tie between loyalty to a person and loyalty to truth. These three will be considered in this series of articles under the titles: Truth and Honor; and Truth and Loyalty.

The importance of telling the truth can, of course, hardly be over-estimated. It is at the heart not only of the moral world but of the intellectual world as well, for it is at the basis not only of personal morality and all social co-operation but of that which at first is not quite so apparent, all clear thinking. To have the habit formed of looking squarely at situations and re-acting truthfully is, therefore, not only of incalculable value to each individual, but to community life as well. It is the foundation of justice, sobriety, happiness, and progress.

Truth and Honor

It is not a pedantic form of truth that we would teach, but one that makes a distinction between play and the intention to deceive, between a conventional form and literal truth, and one that can recognize the use, at times, of a silence that is consistent with both truth and politeness.

To tell a lie as a joke to a person who knows it is a joke is, of course, not deceiving; to play a part for the entertainment of a friend when the part is known to be played is not acting a falsehood; but to tell the truth or act the truth with an intention to deceive is veritably telling an untruth or acting falsely. Actions in games, jokes and pretenses are not lies. A lie is rather a word, or act, or failure to act which intends to give a wrong impression. It is the intention and not the word or act which makes the difference between truth and falsehood.

The form of pedantry in truth that comes out in the use of conventional phrases is that which is caused by mistaking a narrow meaning for a larger general meaning. The expression, How do you do? for example, is not a doctor's inquiry for symptoms for some possible disorder, but rather a form of inquiring as to the general state of health. To reply: "Very well, thank you," when you have a slight pain in your back or a scratch on your finger is much nearer to telling the truth than the

going into particulars could be. To account any trifling disorder such as a scratch or a mosquito bite would not only be ridiculous and false, but would give an impression of a complaining person rather than a vigorous one who can face little inconveniences and still be really "very well." The real truth in the use of these and other conventional expressions is larger than the apparent, literal truth.

As to wise silences, it is one thing to be so pedantically devoted to truth as to force random facts home on every possible occasion; and another to know that it is unnecessary to inform a person who is dangerously ill that there has been a burglar in the house, or to tell a woman who has been lecturing before a large audience that her hat is awry. It is not inconsistent with the highest form of truth to use discrimination in the choice of times for bringing truth to another person's consciousness. There are times to be silent and times to speak.

Closely associated with truth is honor. In terms of loyalty, truth may be defined as loyalty to all known facts in a given situation, and honor as loyalty to either a person's own word or to his own ideals. A truthful person is one who considers the full situation and reports it to the best of his own ability as far as his knowledge goes. A person of honor, such as Portia in the "Merchant of Venice," is one who stands by his or her ideal of right even at great risk to personal happiness.

To bring out these distinctions in the minds of children general questions may be discussed which bring out the difference in truth and untruth, telling and acting a lie, and with it that which is at the basis of truth, a sense of honor; and then, because truth is more effective in story form, the incident of Portia and the three jewel cases, or some other tale illustrating the same point, may be read or told. It is further quite essential, since children are likely to misinterpret points, to have the individual children write out summaries of the points made. Great simplicity must at all times be maintained or there will be but a haze of confusion in the minds of the children. For this reason only a few questions should be discussed at one time and only one or two points made. Clear-cut work is essential in this, where if ragged edges are left the very purpose of it all is defeated.

QUESTIONS FOR DISCUSSION

Is it wrong to pretend what isn't true, in a game or as a joke? Why or why not?

Is it wrong to pretend what isn't true in earnest? Why?

If a child ran skipping into a room saying, "My leg is broken!" would he be deceiving anyone? Would he be acting a lie?

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If a mother asked her children if any of them had been playing in the street and no one replied, altho some of the children had been, would there be an untruth told?

What is a lie?

Why should lies never be told or acted?

How can secrets be guarded without telling lies?

How can secrets be guarded without telling lies?

PORTIA AND THE THREE CASKETS

Portia was a rich heiress, who was so beautiful, wise and merry that she was much sought after in marriage. Princes, dukes and many other men came from great distances to woo her, but when they arrived at Portia's home they met with an unexpected difficulty. Her father, wishing to protect her from men who were not wise and who were unwilling to make a sacrifice for her, left a will. In the will it said that he who should choose the one of three jewel boxes or caskets that contained Portia's picture might have her in marriage, but before choosing a wooer must promise to leave immediately after his trial, to tell no one what he had seen and to promise never to marry. One casket was of gold, another was of silver and the third was of lead.

Many men came to woo Portia, but when they found they must either choose the right casket or give up marriage altogether they left without making a venture. At one time, however, three men came who were willing to take the risk. These were a boastful African Prince, an arrogant French nobleman and a scholarly Venetian. Of these three the Venetian only was attractive to Portia. Of all the men she had ever seen she liked him the best.

Just before the arrival of these three, Portia, in a merry conversation with her maid, was discussing her suitors.

Por. If I live to be as old as Sibylla, I will die as chaste as Diana, unless I be obtained by the manner of my father's will. I am glad this parcel of wooers are so reasonable, for there is not one among them but I dote on his very absence, and I pray God grant them a fair departure.

Ner. Do you not remember, lady, in your father's time, a Venetian, a scholar and a soldier, that came hither in company of the Marquis of Montferrat?

Por. Yes, yes, it was Bassanio; as I think, he was so called.

Ner. True, madam; he, of all the men that ever my foolish eyes looked upon, was the best deserving a fair lady.

Por. I remember him well, and I remember him worthy of thy praise.

Enter a Serving-man.

How now! what news?

Serv. The four strangers seek for you, madam, to take their leave: and there is a forerunner come from a fifth, the Prince of Morocco, who brings word the prince his master will be here to-night.

Por. If I could bid the fifth welcome with so good a heart as I can bid the other four farewell, I should be glad of his approach: if he have the condition of a saint and the complexion of a devil, I had rather he should shrive me than wive me.

Come, Nerissa. Sirrah, go before. Whiles we shut the gates upon one wooer, another knocks at the door. *[Exeunt.]*

The Prince of Morocco tries the casket of gold, but finds only the words "All that glitters is not gold."

The French duke tries next. He chooses the silver casket and finds within the picture of a blinking idiot. These men leave and then Bassanio's turn comes.

Bass. But let me to my fortune and the caskets.

Por. Away, then! I am lock'd in one of them:

If you do love me, you will find me out.

Nerissa and the rest, stand all aloof.

Let music sound while he doth make his choice;

Then, if he lose, he makes a swan-like end,

Fading in music: that the comparison

May stand more proper, my eye shall be the stream

And watery death-bed for him. He may win;

And what is music then? Then music is

Even as the flourish when true subjects bow

To a new-crowned monarch: such it is

As are those dulcet sounds in break of day

That creep into the dreaming bridegroom's ear

And summon him to marriage.

SONG.

Tell me where is fancy bred,
Or in the heart or in the head?
How begot, how nourished?

Reply, reply.

It is engender'd in the eyes,
With gazing fed; and fancy dies
In the cradle where it lies.

Let us all ring fancy's knell:

I'll begin it,—Ding, dong, bell.

All. Ding, dong, bell.

Bass. So may the outward shows be least themselves;

The world is still deceived with ornament.

In law, what plea so tainted and corrupt

But, being season'd with a gracious voice,

Obscures the show of evil? In religion,

What damned error, but some sober brow

Will bless it and approve it with a text,

Hiding the grossness with fair ornament?

There is no vice so simple but assumes

Some mark of virtue on his outward parts:

How many cowards, whose hearts are all as false

As stairs of sand, wear yet upon their chins

The beards of Hercules and frowning Mars;

Who, inward search'd, have livers white as milk;

And these assume but valor's excrement

To render them redoubt! Look on beauty,

And you shall see 'tis purchased by the weight;

Which therein works a miracle in nature,

Making them lightest that wear most of it.

So are those crisped snaky golden locks

Which make such wanton gambols with the wind

Upon supposed fairness, often known

To be the dowry of a second head,

The skull that bred them in the sepulchre.

Thus ornament is but the guilded shore

To a most dangerous sea; the beauteous scarf

Veiling an Indian beauty; in a word,

The seeming truth which cunning times put on

To entrap the wisest. Therefore, thou gaudy gold,

Hard food for Midas, I will none of thee;

Nor none of thee, thou pale and common drudge

'Tween man and man: but thou, thou meagre lead,

Which rather threatenest than dost promise aught,

Thy paleness moves me more than eloquence;

And here choose I: joy be the consequence!

Por. *[Aside]* How all the other passions fleet to air,

As doubtful thoughts, and rash-embraced despair,

And shuddering fear, and green-eyed jealousy!

O love, be moderate; allay thy ecstasy;

In measure rain thy joy; scant this excess.

I feel too much thy blessing: make it less,

For fear I surfeit.

Bass.

What find I here?

[Opening the leaden casket.]

Fair Portia's counterfeit! What demi-god

Hath come so near creation? Move these eyes?

Or whether, riding on the balls of mine,

Seem they in motion? Here are sever'd lips,

Parted with sugar breath: so sweet a bar

Should sunder such sweet friends. Here in her hairs

The painter plays the spider and hath woven

A golden mesh to entrap the hearts of men
Faster than gnats in cobwebs: but her eyes,—
How could he see to do them? having made one,
Methinks it should have power to steal both his
And leave itself unfurnish'd. Yet look, how far
The substance of my praise doth wrong this shadow
In underprising it, so far this shadow
Doth limp behind the substance. Here's the scroll,
The continent and summary of my fortune.
[Reads] You that choose not by the view,
Chance as fair and choose as true!
Since this fortune falls to you,
Be content and seek no new.
If you be well pleased with this
And hold your fortune for your bliss,
Turn you where your lady is
And claim her with a loving kiss.

A gentle scroll. Fair lady, by your leave;
I come by note, to give and to receive.
Like one of two contending in a prize,
That thinks he hath done well in people's eyes,
Hearing applause and universal shout,
Giddy in spirit, still gazing in a doubt
Whether those peals of praise be his or no,
So, thrice-fair lady, stand I, even so;
As doubtful whether what I say be true,
Until confirm'd, sign'd, ratified by you.

Por. You see me, Lord Bassanio, where I stand,
Such as I am: though for myself alone
I would not be ambitious in my wish,
To wish myself much better; yet, for you
I would be trebled twenty times myself;
A thousand times more fair, ten thousand times
More rich;
That only to stand high in your account,
I might in virtues, beauties, livings, friends,
Exceed account; but the full sum of me
Is sum of—something, which, to term in gross,
Is an unlesson'd girl, unschool'd, unpractised;
Happy in this, she is not yet so old
But she may learn; happier than this,
She is not bred so dull but she can learn;
Happiest of all is that her gentle spirit
Commits itself to yours to be directed,
As from her lord, her governor, her king.
Myself and what is mine to you and yours
Is now converted: but now I was the lord
Of this fair mansion, master of my servants,
Queen o'er myself; and even now, but now,
This house, these servants and this same myself
Are yours, my lord: I give them with this ring;
Which when you part from, lose, or give away,
Let it presage the ruin of your love
And be my vantage to exclaim on you.

Bass. Madam, you have bereft me of all words,
Only my blood speaks to you in my veins;
And there is such confusion in my powers
As, after some oration fairly spoke
By a beloved prince, there doth appear
Among the buzzing pleased multitude;
Where every something, being blent together,
Turns to a wild of nothing, save of joy,
Express'd and not express'd. But when this ring
Parts from this finger, then parts life from hence:
O, then be bold to say Bassanio's dead!

DISCUSSION OF STORY

Portia's happiness for life depended upon Bassanio's choosing the leaden casket. Would it have been right for her to have told him which casket to choose? Why or why not? Would it have been right for her to have had a vase of flowers near the leaden casket or to have had the music grow softer as he neared the right casket? Why or why not? Which would have been worse, to have told Bassanio

which was the right casket or to have given him a sign? Why could Portia do neither? In what way was Portia strictly truthful? In what way did she show her sense of honor?

SUMMARY

A lie is a word or act, or a failure to act, with an intention to deceive.

Truthfulness is loyalty to all the known facts in a situation.

Honor is loyalty to one's own word and ideal of right.

A truthful person is one who looks at the facts in a situation and gives them as he sees them.

An honorable person is one who stands by his word and his ideal of right even at a loss of great happiness to himself.

Mr. Howells' Last Tribute to Mark Twain

Out of a nature rich and fertile beyond any I have known, the material given him by the mystery that makes a man and then leaves him to make himself over, he wrought a character of high nobility upon a foundation of clear and solid truth. At the last day he will not have to confess anything, for all his life was the free knowledge of any one who would ask him of it. The searcher of hearts will not bring him to shame at that day, for he did not try to hide any of the things for which he was often so bitterly sorry. He knew where the responsibility lay, and he took a man's share of it bravely; but not the less fearlessly he left the rest of the answer to the God who had imaged men.

It is in vain that I try to give a notion of the intensity with which he pierced to the heart of things, and the breadth of vision with which he compassed the whole world, and tried for the reason of things, and then left trying. We had other meetings, insignificantly sad and brief; but the last time I saw him alive was made memorable to me by the kind, clear, judicial sense with which he explained and justified the labor unions as the sole present help of the weak against the strong.

Next I saw him dead, lying in his coffin amidst those flowers with which we garland our despair in that pitiless hour. After the voice of his old friend Twitchell had been lifted in the prayer, which it waited thru in broken-hearted supplication, I looked a moment at the face I knew so well; and it was patient with the patience I had so often seen in it: something of a puzzle, great silent dignity, an assent to what must be, from the depths of a nature whose tragical seriousness broke in the laughter which the unwise took for the whole of him.

Emerson, Longfellow, Lowell, Holmes—I knew them all: sages, poets, seers, critics, humorists; they were like each other and like other literary men; but Clemens was sole, incomparable, the Lincoln of our literature.—W. D. HOWELLS, in *Harper's Magazine* for September.

Dramatizations

By E. FERN HAGUE

The Return of the Explorers

Historical Dream in One Act of Two Scenes—

SCENE 1. THE STREET IN FRONT OF THE SCHOOL.

SCENE 2. THE CLASSROOM.

THE PEOPLE

In order of appearance.

- | | |
|--------------------------|-------------------------|
| 1. Christopher Columbus. | 5. Ferdinand De Soto. |
| 2. Tom (grocer's boy). | 6. Dick (newsboy). |
| 3. Ponce de Leon. | 7. Sir Walter Raleigh. |
| 4. Alice (girl shopper). | 8. Jenny (hoop roller). |
| 9. Miss Keen (teacher). | |

SCENE I

Enter Christopher Columbus in costume, leaning upon his staff, and carrying in his left hand a rolled chart.

Columbus.—What a strange place! So many people, so many houses, such wide roads!

Enter Tom hurriedly from opposite direction, carrying a basket.

Columbus.—Boy! boy!

Tom (Doffing cap).—Did you wish to speak to me, sir?

Columbus.—Yes. Where am I?

Tom.—You are in _____ town, in Main street, sir.

Columbus.—Indeed! (Looking at his chart.) I have never heard of this place. This is strange, or do I dream?

Tom (Laughing).—Really, sir. You seem awake.

Columbus (Pointing with his staff).—What is that large, square, ugly-looking building, with so many doors, and windows?

Tom.—That is my school, and excuse me, sir, but I think it is beautiful.

Columbus.—School! How odd! And what is that banner floating on the top?

Tom (Proudly).—That is my flag, sir.

Columbus.—Your flag?

Tom.—The Flag of the United States of America!

Columbus.—America! That's the place I'm looking for. I discovered the West Indies.

Tom.—Oh, I know you now! You are Christopher Columbus.

Columbus.—That's my name. But what do you know about me?

Tom (Excitedly).—A great deal. You were the first man who believed that the world is round, you discovered the West Indies, South America, and then went back to Spain. You made several trips trying to find a way to the East Indies. They put you in chains. Oh, there is a lot about you in my history.

Columbus.—History? What's a history?

Tom.—Why, I—er—it's a book in which you read all the things that happened long ago.

Columbus.—What's a book?

Tom.—Why, a book—a book is something you study.

Columbus.—Will you show me your history?

Tom.—Certainly, sir. Come to school.

Exeunt Columbus and Tom.

Enter Ponce de Leon in costume, searching for something.

de Leon.—I cannot find it. Alas! I cannot find it. I have been searching for it over four hundred years. Where can it be?

Enter Alice with bundles.

Alice (Aside).—What a strangely dressed man! (To De Leon.) Have you lost something, sir?

de Leon.—I have never been able to find it.

Alice.—To find what?

De Leon (Looking at Alice).—What a strangely dressed girl!

Alice.—What are you looking for?

de Leon.—The Fountain of Youth.

Alice.—Oh, so you are Ponce de Leon? I thought you were dead years ago!

de Leon.—They say that if an old man bathes in this fountain he will become a young man again. I have searched all over Florida and cannot find it.

Alice.—You cannot find it, sir, because there is no such thing.

de Leon.—No Fountain of Youth!

Alice.—Nobody to-day believes there is a Fountain of Youth. It sounds like a fairy tale.

de Leon.—No one believes it! Who told you this, child?

Alice.—My teacher read it to us from a book, sir.

de Leon.—I would like to talk to your teacher about it.

Alice.—I will show you the way to school.

Exeunt Alice and de Leon.

Enter Ferdinand De Soto, with helmet and sword. He walks with the determined tread of a conqueror.

De Soto.—The Indians! Where are the Indians? Where are the Indians who were my slaves? Where are my soldiers who were with me when I discovered the river the Indians called "The Father of Waters"?

Enter Dick from opposite direction. He carried a bundle of newspapers under one arm and is deeply interested in another paper.

Dick and De Soto collide.

Dick.—Oh, I beg your pardon, sir. I was reading about the ball game and didn't see you.

De Soto.—In Spain boys look where they are going,—but you are excused. Perhaps you can tell me where to find a little river I discovered in 1541. The Indians call it the "Father of Waters."

Dick.—That is called the Mississippi now, and it is not little. It is the longest river in the world.

De Soto.—In the whole world? Indeed! I can hardly believe it! Are you sure?

Dick.—I read about it in my geography. And I know who you are.

De Soto.—Who am I?

Dick.—You are Ferdinand De Soto.

De Soto.—You are right; but how did you know?

Dick.—I have read about you in my school books. You were cruel to the Indians and they feared you. When you died your soldiers were afraid to let the Indians know it, so they buried you at night in the Mississippi River.

De Soto.—And how did you know that?

Dick.—There is a picture of your soldiers burying you, in my history book.

De Soto.—I should like to see how I looked when I was being buried.

Dick.—I would be pleased to show you the picture if you will come to school.

De Soto.—Lead the way.

Exeunt.

Enter Sir Walter Raleigh in costume, and carrying a red cloak over his shoulder.

Raleigh.—Strange! My men tell me that in the New World, potatoes and tobacco grow everywhere. I see none. What a strange place!

Enter Jenny with hoop and hoop stick.

Raleigh.—What a strangely dressed little girl!

Jenny.—What funny clothes that man has on!

Raleigh.—Little girl, I am a stranger here. Will you tell me something?

Jenny.—I should be pleased to, sir.

Raleigh.—My soldiers told me that the Indians around here raise large crops of potatoes and tobacco.

Jenny.—Indians? There are no Indians here. Our farmers raise potatoes on their farms, but not on the street.

Raleigh.—Farms? Strange word. But tobacco? Do men use it here?

Jenny.—Oh, yes.

Raleigh.—I brought it to England. I was the first Englishman to use it.

Jenny.—You must be Sir Walter Raleigh.

Raleigh.—Yes. How did you know?

Jenny.—There is a very funny picture of you smoking in my history. Your servant is afraid you are on fire and is throwing water over you.

Raleigh.—I have never seen a funny picture of myself. Will you show that one to me?

Jenny.—Certainly, sir, if you will come to school.

Exeunt.

SCENE II. THE CLASSROOM.

The four children are asleep in their seats, with their heads resting on their open history books. The four explorers are standing in order behind the children, waving their wands.

The explorers retreat stealthily from the room.

Enter Miss Keen. She looks at the children.

Miss K.—Children! Children!

Children awake startled.

Miss K.—Do you know your history lesson?

All.—Oh, yes, Miss Keen.

Miss K.—How did you learn it, children?

All.—We dreamed it, Miss Keen.

Curtain.

New York Schools

When New York's public schools opened their doors for the fall term, 700,000 boys and girls entered them.

This, according to the *Evening Journal*, is an army, a population in itself.

It is more children than there are men, women and children combined in any city of the United States outside of New York, Chicago or Philadelphia.

It is more school children than there are inhabitants in Buffalo, Albany, Syracuse and Paterson, taken together.

It is more school children than there are soldiers in any of the great standing armies of Europe, with the single exception of Russia.

If the school children of New York were to parade from the Battery to Spuyten Duyvil Creek, ten abreast, they would fill the whole line of march forty-six times.

This is more children than Napoleon had soldiers with which to conquer Europe.

It takes 28,000 school teachers to teach the 700,000 children. The teachers outnumber all the policemen, firemen and letter-carriers combined in New York City.

If the school teachers were to go to Europe they would fill all the first cabins of nearly all the transatlantic vessels plying between New York and Europe.

If they were to decide to take only the fast-

est two steamships, it would take thirty-five trips each of the *Lusitania* and the *Mauretania* with their first cabins filled.

Four times the text-books they use in a year would fill the New York Public Library with its 1,000,000 volumes.

It takes 590 school buildings to house New York's 700,000 school children. The school buildings, if massed together, would fill 500 square blocks.

The floor space is greater than all New York's department stores, theaters and libraries put together.

If the school buildings were to be turned into apartment-houses they would house as many families as do one thousand of the finest of New York's apartment-hotels.

It will take \$38,500,000 to provide for New York's 700,000 school children, run its 590 school buildings and pay its 28,000 teachers.

If this money were to be erected in a triangular pyramid of \$10 bills, it would top the Metropolitan Life Insurance tower.

If this sum of money had poured into the Treasury of the United States from 1861 to 1865, it would have paid the whole cost of the Civil War.

It would wipe out the annual debt of Germany, China, India, Portugal, or the whole of the British Colonies.



Hallowe'en Blackboard Calendar for October

Industrial Nature Study

By FRANK OWEN PAYNE

Animal Products

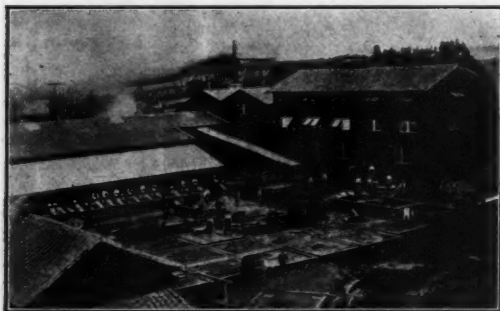
(Continued from last month)

TANNING OF LEATHER.

"Green" hides or skins taken fresh from the animal, and dried hides which have been salted and baled are used. If salted, the hides are soaked in cold water in order to soften them and remove the salt.

Fleshing. After being thoroly softened with water, the hides are scraped with a sort of knife to remove all the flesh and fat which adhered to the skin. They are also thoroly scrubbed with water to remove all clots of blood and dirt.

Sweating.—The hides are then treated with lime-water, which softens the hair and makes its removal easy. The hair is then removed either by hand or by machine, and the skins are ready for tanning.



Tanyard—Chile

Tanning.—This process varies with different kinds of leather. In the main, the skins are soaked in a strong infusion of tannin, a substance found in the bark of certain trees. Oak and hemlock bark are most in use.

A chemical change takes place in the skin which renders it proof against decay. The time required for this process varies with the kind of leather. Formerly hides were kept in the solution of tan bark for years, but modern methods hasten the process materially.

In the "Wonderful One Hoss Shay" it will be remembered that the leather used in making that remarkable vehicle was "tough old hide found in the pit when the tanner died," thus proving its worth in being able to withstand the ravages of time and use.

Finishing.—The hides are now removed from the "pit," as it is called, and washed, dried, oiled, moistened and polished by being rolled with heavy brass rollers. This gives the gloss which is seen on the outside, i.e., "hair-side" of leather.

PREPARATIONS OF WOOL.

Sheep Shearing.—The sheep are first taken to the water and thoroly washed to remove the dirt which always sticks to the oily fleece. Then the wool is sheared from the animal by special shears called "sheep-shears." The fleece of each sheep is rolled up and tied by itself.

Grading and Sorting.—The fleeces are then opened, spread out, inspected and sorted into several grades of wool, for the quality of length and fineness varies on different parts of the sheep's body. This step is also called "stapling."

Scouring.—After stapling the wools are washed with soap to remove all grease, dirt, etc. The grease is frequently expressed and is used as a soap fat called *lanoline*. In some sheep from 60% to 80% of the weight of a fleece is fat. Burrs and other foreign matters which often are found adhering to the wool are removed by a process of treatment with acid known as "carbonizing," which gets rid of the foreign substances without any injury to the wool itself.

Carding and Combing.—"Carding" is a process by means of which short-fiber wools are so tangled that they may be loosely spun into yarn which may later be woven into *woolen* goods. "Combing," however, is a process by means of which the long-fiber wools are drawn out side by side, so that they may be spun into tighter yarn for *worsted* goods.

Spinning.—This process consists of reducing the fibers to yarn, ready for manufacture into cloth.

Weaving.—The yarn is arranged in a machine called a *loom*, in which it is woven into cloths. The threads running lengthwise are called the *warp*. Those going cross-wise are known as the *woof*. Waste from these processes are used in the manufacture of *felt* and *shoddy*.

Woolen Fabrics.—Woolen, worsted, felt, flannel, serge, broadcloth, chevot, cassimere, carpets, tapestry, blankets, hosiery, shawls, underwear, upholstery, plushes, velvets, sweaters, tricot, ladies' cloth, voile, henrietta, challi, etc., are among the commonest woolen fabrics.

It is suggested that collections of these things be made, labeled and kept for reference.

MILK AND DAIRY PRODUCTS.

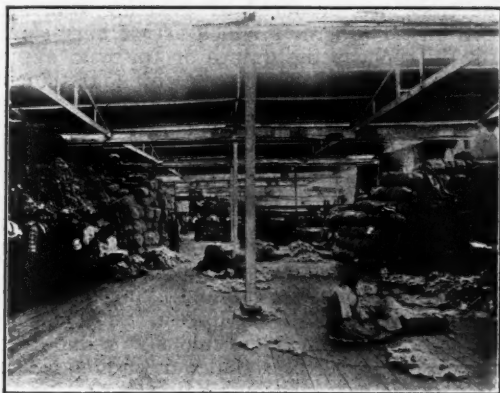
Milk.—The milk of cows, goats, mares, sheep, asses and camels is used in various parts of the world. Reindeer milk is used in Lapland. The milk of Jersey, Guernsey and Alderney cattle is richest in cream. New York



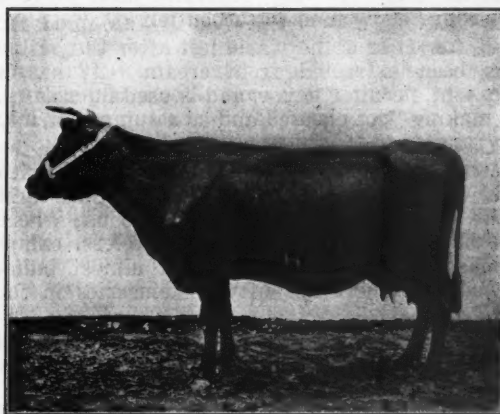
Oxfordshire Downs



Shearing Sheep, New South Wales, Australia



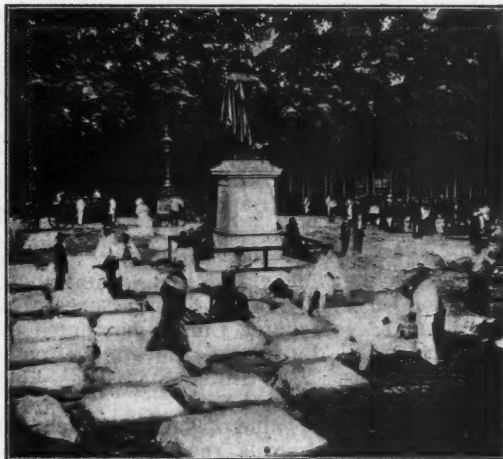
Wool Warehouse—Peru



Prize Dairy Cow, Red Danish Breed



Cheddar Cheese Show and Market at Frome, England



Street Market for Edam Cheese at Hoorn, Holland

City consumes 2,300,000 quarts every day, coming from 40,000 dairies.

Cream is obtained by settling the milk in pans and allowing it to stand. The cream, being lighter, will rise to the top. On large dairy farms the cream is separated from the milk by means of a machine called a separator, which removes the cream by centrifugal force. There are 1,000 dairy factories and 6,000 creameries in the United States.

Butter is made by *churning* cream, a process which consists of beating or stirring it to break up the fat globules. On small farms the churning is done by hand, by plunging the "churn-dasher" thru a barrel-shaped churn. But in butter factories and creameries huge rotating churns are employed.

Butter is sold fresh in some places, but in the United States it is invariably salted. Butter is naturally very pale yellow in color, but "butter color" is very generally used to give a richer yellow tone to the butter.

Butter-milk is the waste left after the butter has been extracted from cream. It has a pleasant, peculiar flavor, and is used in cookery, in making "pot cheese" and as a summer drink.

Condensed Milk is made by evaporating the water from fresh milk. It is prepared with and without sugar and is sealed up in air-tight cans. It is exceedingly valuable to use where fresh milk is not at hand. Travelers, campers, soldiers and sailors find it almost indispensable. There are fifty condenseries in the United States.

Cheese.—Cheese is derived from the proteid materials in the milk. It is prepared by souring the milk artificially by means of *rennet*, which is obtained from the inner walls of calves' stomachs. This causes the milk to separate into solid portions known as *curds*, and a watery portion called *whey*.

The curds are separated from the whey by straining, and they are then placed in cheese-cloth bags and pressed to extract the superfluous whey. The cheeses are kept for some time in a curing room in order that the flavor may mature. The flavor of a cheese depends on several things: (a) The kind of milk from which it is made, *i. e.*, cow's milk, goat's milk, etc.; (b) the method of curing; (c) other ingredients put in to flavor, as sage, brandy, etc.

The peculiar flavors of cheeses are due to bacteria which develop within them during the curing process.

Varieties.—Among the best known kinds of cheese are the following: Brie, Camembert, Cheddar, Cottage Cheese (Dutch cheese or *smeer-kaas*), Neufchatel, Limburger, noted for its putrid smell, Parmesan, Pineapple, Roquefort, and Swiss. The United States has 4,000 cheese factories.

Some idea of the value of dairy products can be had from the census report, which shows that there were 18,000,000 dairy cattle in this country in 1885.

Dwarf Fruit Trees

The introduction of so many of the pigmy trees that the Japanese all along knew the full secret of producing, has caused almost a craze for such things in this country. Burbank has produced a number of remarkable dwarfs, including a chestnut tree which has borne nuts six months from the time of planting the seed.

Dwarf fruit trees have long been known, but except in the case of pears have not been very popular. Lately, however, dwarf apples, cherries, etc., have come more into notice, especially for small lots where there is not room for the large trees. The dwarfs all bear young, but are apt to be short-lived. The sight of a little two-year-old apple tree, for instance, laden down with Bismarck apples of the very largest size is a remarkable sight.

The Government experiment station at Brookings, N. D., is working on the production of special dwarf fruit trees for prairie regions. The trees are produced by grafting standard stock on certain roots which are of very small growth, such as the quince or the wild apple. As the roots limit the amount of nourishment that can be fed to the tree, the top growth becomes stunted, like human beings who are underfed.

The secret of dwarfing is to starve the trees, in fact. The Japanese will produce an oak of great age but which is so small that you can hold it in one hand like an ordinary houseplant. It is not simply a small oak, but a great oak focused down—a genuine living miniature of the "monarch of the forest," with all its characteristics, only ridiculously reduced in size. It is these trees that our millionaire society people pay such high prices for.

Pearls from Cocoanuts

Consul-General James T. DuBois, of Singapore, writes that the cocoanuts of the Malay Peninsula sometimes produce pearls that are highly prized by the natives. The stones are not unlike the pearls of the mollusks and are similar in composition to the oyster pearls, having calcium carbonate and a little organic matter. The mollusk pearl is said to come into existence by the efforts of the oyster pearl to dispose of irritating particles that have entered the shell; but the cocoanut could have no cause for producing these concretions which, while they have great similarity to the pearl, are not pearls. These concretions form just beneath the stem, and a pure white pearl brings a high price, as it is supposed by the natives to possess some kind of a charm. Cases have been known where the cocoanut pearl has been sold as a mollusk product, but such instances are rare. It is not probable, as has been reported, that cocoanut-pearl growing will become an industry of any importance.

Natural Resources of the United States

The Corn Fields

By G. B. COFFMAN, Illinois

Corn grows better in the United States than in any other country. North America is the great corn continent. Corn requires a well-drained, rich sandy loam which does not bake when the season is dry. It requires many long, hot days and warm nights. In such soil and climate the corn matures best.

There are seven States which have such climate and soil that is just suited to the production of corn. They are Illinois, Indiana, Ohio, Iowa, Kansas, Nebraska, and Missouri. More than one hundred millions of bushels of corn are raised in each of these States every year. They produced more than half the corn raised in the world. Four-fifths of all the corn raised in the world are produced by the United States.

Corn is grown in all the Eastern States and in most of the Southern States. Some corn is grown in Canada and in Mexico. In Canada the seasons are not long enough for the corn to mature, but the farmers are breeding a corn which will mature in that climate. However, the quantity is not great. In the Corn Belt or the seven States mentioned above, the average yield is thirty-two hundred bushels to the square mile. The United States raises more than two thousand million bushels every year. This is so much that one cannot comprehend it. If it were loaded in wagons of forty bushels to the wagon, the string of teams would reach twelve times around the globe.

America is the home of the Indian corn. Columbus found the Indian using it for food. He took some of the grains back to Spain. It was planted and from Spain it spread to other parts of the Old Country. We find it now growing in Spain, Southern Russia, Italy, and in South Africa. Some corn is raised in Argentina, Bolivia and Peru, also small quantities in Asia and Australia.

Our corn crop is worth more to us than our wheat crop or our cotton crop. It is worth many times the value of the gold we take from the earth. It is so valuable that a poor crop of corn effects every person living. The average value of the crop each year is about one thousand million dollars. It is enough to give to every person living in our country each year \$10. It would give to every family \$55 each year. This corn money finds its way to the mills where cloth is being manufactured. It goes to buy shirts, shoes and clothing of all kinds. The railroads are paid for carrying the corn to the market and for carrying goods back to the farmer in exchange for his corn. The foundries get some of the corn money; they make the steel rails; the woodsman gets some of the money because he makes the ties for the railroads; the bookkeeper, the clerk and, in

fact, every individual, is interested in good crops of corn.

We consume almost all our corn at home. About one-twentieth is sent abroad. Many of the farmers feed the corn to hogs and cattle. In this way they increase the value many times. By converting the corn into pork and beef it gives employment for the farmer during the winter season. The hogs and cattle are shipped to the slaughter-houses and converted into all kinds of meats. The principal centers for this work are: Omaha, Chicago, St. Louis and Kansas City. On the railroads leading to these centers you can see train-load after train-load of cattle and hogs being shipped to these places to be prepared for table use. All this is the product of the corn crop.

The corn is used for many other articles of food. It is ground into meal for bread, mush and cakes. The boy with his bowl of mush and milk is consuming the product of the corn crop; the traveling man, as he eats his cakes at the hotel, is helping to consume the crop. The breakfast foods which find place on almost every breakfast-table are the products of the corn crop. The hominy and the corn starch are other important products of this crop. Cologne and perfumes are made of corn. Much of the alcohol is made from corn, and it is the basis of the whiskies. The child who delights in eating syrup must know that it is the product of the corn. The glucose which is gotten from the corn is also used in making the most of the candies. However, the most important article made from corn is starch.

More and better starch is made from the corn than from other cereals. We have many large factories which supply the starch for our own consumption and a great amount is shipped abroad to supply other countries.

The process of making starch is interesting. About a thousand bushels of corn are placed in tanks of copper, wood or iron. A mixture of boiling water and sulphuric acid is put on the corn. This softens the grain, after which it is crushed to a pulp. This separates the starch from the other material of the corn. It is run thru rubber rollers. It is then carried out upon shakers or copper sieves and sieves of fine silk. This process goes on till all the starch is taken up by the water. The starch is again washed and allowed to settle, after which it is dried in kilns. Then it is refined by passing thru other machinery. It is now ready for use.

The coarser starch is used to stiffen dresses, shirts, etc., and for sizing paper. The kind which is used for cooking must be purer and whiter than that used for laundry. Starch is also found in wheat, potatoes and cassava. The

most of the starch used in Europe is made from the potato.

The refuse from the grain is all utilized. The oil found in the grain is saved and sold for various uses. The pulp or cake which remains is good food for stock. Most of this is shipped to Europe as food for cattle.

The leaves and stalk of the corn plant are valuable as food for stock. It is fed to horses, cattle and sheep. After the pasture is dried up in the fall, many farmers keep the stock on corn fodder thru the winter. Cows and sheep thrive well on it. The crop of corn fodder is greater than our crop of hay.

Mattresses are made of corn husks or what is commonly called shucks. These mattresses are found in almost every home. Writing-paper is made of the outer portion of the stalk. It must be ground to a pulp and then made into paper. This is a very strong paper. Varnish, gun-cotton and other high explosives are made from the pith of the stalk. Pith is also packed between the hull and armor plates of our war vessels. The object is to keep the vessel from sinking if pierced by a shell from the enemy. The pith is porous and spongy. When it becomes wet it swells rapidly and fills the space or opening.

Nearly every farm and garden has a patch of corn for roasting ears. This variety is of quick growth and suitable for eating when the grains have just been formed and are still milky, the juice having not yet hardened. Millions of dollars' worth of this kind of corn is consumed every year. It is hard to estimate the value of this variety. Besides these patches on the farms and in the gardens which are raised to use in season, many fields are planted of this variety for canning purposes. Great canning factories have been built to put up this kind of corn. It is all done by machinery. One machine takes off the silk, another cuts off the corn and another cans the corn. There are machines that will fill fourteen thousand cans of corn in one day. Every grocery store has this canned corn for sale. Almost every family buys it thruout the year. At any time the housewife can have the best and sweetest corn for table use.

In late years much attention is being given to the raising of corn. Years ago forty bushels to the acre was considered a good crop. Now it is not considered so on good soil. Many farmers in Illinois are getting one hundred bushels to the acre. It is because they are studying the conditions which produce the best crops: The fertility of the soil, the preparation of the same, the selection of seed corn. All these things are being considered by the farmer. He is in touch with the universities and he is holding farmers' institutes and exchanging ideas with his fellow-farmer. In other words, he is planting the seed in the ground instead of the moon. Old sions are being replaced by scientific methods. The young farmer considers it just as essential for him to have a

college education as the doctor, the lawyer, or school teacher.

The schools in the country are taking up the subject and are striving to get the boys interested in better crops. Meetings are being held for that purpose, contests are being arranged and prizes are being offered in order to get the boys interested. At the present advance, in twenty years we will be raising twice as much corn on the same amount of ground. It will be done with even less labor.

The corn crop for last year reached two billion seven hundred million bushels. This is about an average crop. It is hard to comprehend how much this is. Illinois produced this year three hundred million bushels. The value of this corn raised in Illinois would be enough to dig the Panama Canal. In this State Corn is King. Yet in the East the farmers are raising more corn to the acre than they are in the West. It is not because they have better soil, but it is because they are farming the land better. In Connecticut the average crop is forty-one bushels to the acre. In Kansas the average crop is but twenty-one bushels to the acre. The average value of the crop in Pennsylvania is twenty-nine dollars to the acre; in Kansas it is but twelve dollars. In Ohio the acreage was but half of that of Kansas, but the value of the crop was one million dollars more. This is not because Ohio has better soil. It is because Ohio is putting much thought in the cultivation of the soil. The farmer in Kansas is trying to increase acreage. By proper methods and good cultivation Kansas could produce twice the amount of corn on the same amount of ground. The battle cry of the farmer should not be to grow more corn only, but to grow more corn to the acre and to get more people to grow more corn to the acre.

The Age of the Earth

Two scientists of the United States Geological Survey, F. W. Clarke and G. F. Becker, each with a different method of investigation, have formulated a new estimate of the approximate age of the earth. Professor Clarke studied the subject from the standpoint of chemistry, while Becker went at it as a philosophical problem. They agree that this earth was born not less than 55,000,000 years ago and not more than 70,000,000 years.

Bananas in Texas

Bananas are being successfully grown in the Southern part of Texas. The raising of this fruit is a new industry for that State, and while it has not yet passed entirely through the experimental stage, the fact is established that certain of the more hardy varieties of bananas can be produced in abundant quantities at a minimum amount of labor and cost. These banana plantations present a beautiful vista of lights and shades. The plants are of a luxuriant growth, reflecting the richness of the soil.

Practical Arithmetic

By L. V. ARNOLD

Commission and Brokerage

Commission and Brokerage is a selling and buying business on which a profit or loss will be realized. Because of its close relation to Profit and Loss, it should immediately follow that work. The vernacular of the business involves slightly different terms, but the underlying principles are the same. The only new adjustment for the pupil is the change from the merchant's to the agent's point of view.

The pupils' methods of study should concern the teacher fully as much as the method of recitation. It is interesting to know how pupils do things and is many times a revelation as well. At times the instructor should inspect all the pencil work of the pupil, required to produce a given result. These inspections will arouse the inventive genius of the pupil to greater mental activity and short-cuts. This work is the mirror which reflects the order of the pupils' thoughts to the teacher, whereby she may see their real power. A wasteful use of paper makes slovenly habits of study. The use of the gray matter of the brain instead of the gray matter of the paper and pencil should be encouraged.

The board work and seat work are pictorial illustrations, while oral analysis is a verbal illustration of the pupil's order of thought. When oral analysis is begun early in the arithmetical course, the task of combating the generally recognized period of self-consciousness, from the sixth to the eighth year in school, will, except in unusual cases, be reduced to a minimum.

QUESTIONS TO AROUSE INTEREST

What is meant by the middleman? Of what use is he? Why are agents employed? Name some of the legitimate expenses an agent may have to pay for his employer. What is the difference in the methods of a broker and commission merchant?

Stocks and Bonds

The property or stock of a corporation is owned by the shareholders or stockholders. To secure money with which to carry on the business, bonds may be issued and sold by the corporation, the bondholders taking a mortgage against the property and business involved. Bonds are issued at a fixed rate of interest, $3\frac{1}{2}\%$, 4% , etc. The interest on these bonds forms part of the liabilities of company. The dividends to the shareholders on their stock depends upon the prosperity of the business. Thus a company may declare varying rates of dividends.

Before money is invested with a corporation its financial and business standing should be carefully investigated. This investigation may

be made thru a local bank or by consulting Dun's or Bradstreet's Commercial Ratings. Many "wildcat" schemes are being placed before the public. All these plans promise large dividends. Not a few people, eager to secure something for nothing or much for little, have lost all they possessed by investing in undeveloped mining and oil stock, rubber plantations, etc. A high rate of dividend usually means risk of capital, while a low or conservative rate generally means safety.

In all our large cities are to be found stock exchanges, which are institutions where securities of all kinds are bought and sold—corporation stocks, municipal, state and national bonds. Only stocks and bonds of real worth are listed on the exchange. The largest of these exchanges is located in New York City. Stocks may be bought for cash or "on margin." In the latter case the investor deposits with his broker usually 10% of the par value of the stock. If the market value of the stock declines, the broker may sell or call for "more margin." Stocks and bonds may be bought either for an investment or speculation.

The dictionary, under broker and stock broker, and the encyclopedia, under stock exchange, may be consulted for further explanations.

To most grammar school pupils the topic of STOCKS AND BONDS is alien. The application of terms is new and the complete array of definitions, instructions, explanations, etc., prefacing this subject in most text-books tends to confirm the idea prevalent with many pupils that a stupendous task is before them. In spite of all their fears there is little new to learn, and only a slight readjustment of facts already known.

From COMMISSION AND BROKERAGE pupils know the effect of brokerage on goods bought and sold; so with the explanations of stock quotations, Am. Sugar 129 $\frac{1}{4}$, and the like, pupils are prepared to find cost, loss, selling price, or gain, or the number of shares owned, bought or sold. This leaves only two new points to teach, viz., and the income, and the investment necessary to produce a given income. In either instance the number of shares owned or required must be found. With that in mind pupils will find the readjustment of thought no more difficult than that required for any other case.

Stock quotations are new to the pupils. In order to enlighten them on the subject, the exchange reports in the daily papers furnish much good material in both stocks and bonds. The following shows the work of pupils after a discussion, during a recitation period, on stocks and bonds.

14 shares

No. 301

Washington Gold Mining Co.

Incorporated under the Laws of Washington

This certifies that Catus Derwent is the holder
of fourteen (14) shares of One hundred Dollars
each of the capital stock of the Washington
Gold Mining Co.

Clifford Alexander
Secretary

Phillip Linton
President

Plate 1

\$ _____ New York, _____ 19 _____
For Value Received, _____ after date
 promise to pay to the order of **KNICKERBOCKER TRUST COMPANY**, at its office, No. 66 Broadway, New York City,
 Dollars
 with interest at the rate of _____ per cent. per annum, having deposited with said Company as collateral
 security

which _____ hereby authorize said Company, in case of the non-performance of this promise, to sell without notice and in such manner as it may determine, either at Brokers' Board, or at public or private sale, applying the net proceeds to the payment of this note including interest, and accounting to _____ for the surplus, if any. The margin of collaterals hereunder shall always be kept good as at present, and at not less than _____ per cent. and in default thereof, this note shall immediately become and be payable on demand, and said Company may forthwith reimburse itself by the sale of the security. _____ hereby consent and agree that upon any sale of any collateral held hereunder, said Company may become the purchaser thereof and shall hold the same thereafter not as pledgee, but in its own right and absolutely. In case of deficiency after sale hereunder _____ promise to pay to said Company the amount thereof forthwith with legal interest. All Collaterals held under this note and the proceeds thereof shall also be held and treated as collateral security, for any and all other debts or claims held against _____ by said Company, and which may be outstanding and unpaid at any time and all other or further collateral securities which shall be either added to or substituted for the above shall be subject to the same conditions and agreements. In case the undersigned shall be adjudged a bankrupt, or shall file a voluntary petition in bankruptcy, or shall make a general assignment for the benefit of creditors, this note shall become forthwith due and payable.

Plate 2

List of quotations from the daily newspaper:

Amal. Copper.....	83½	C. M. & St. P.....	150
Am. Car & F.....	46½	C., C. C. & St. L.....	68½
A., C. & F pf.....	106½	Col. Fuel & Iron....	40
Am. Cotton Oil.....	42½	Col. & South.....	56½
A. H. & L. pfd.....	30½	C. & S. 1st pfd.....	71½
Am. Ice Secu.....	25½	C. & S. 2d pfd.....	68
Am. Lin. Oil.....	15½	Consol. Gas.....	163½
Am. Loco.....	55½	Corn Products.....	18½
Am. Loco. pfd.....	109½	Dela. & Hud.....	175½
Am. S. & Ref.....	89½	D. & R. G.....	35½
Am. S. & R. pf.....	106	D. & R. G. pfd.....	80
Am. Sugar.....	132	Dist's Sec.....	34½
Am. Tob. pf.....	93½	Erie.....	33½
Am. Woolen.....	31½	Erie 1st pfd.....	49
Ana. Mining.....	49½	Erie 2d pfd.....	39½
Atchison.....	97½	Gen. Electric.....	152
Atchison pfd.....	101½	Gt. Northern pfd....	143½
Atl. C. Line.....	111	Gt. Ntn. Ore Ctf....	73½
B. & O.....	108	Hock. Val.....	
Bal. & O., pfd.....	92	Ill. Cent.....	146½
Bklyn. R. Tr.....	55½	Int. Met.....	14½
Can. Pacific.....	176	Int. Met. pfd.....	36
Cent. Leath.....	28½	Inter. Paper.....	11½
Cent. Leath. pfd....	101	In. Paper pfd.....	56
C. R. R. of N. J....	212½	Inter. Pump.....	31½
C. & O.....	53	Iowa Central.....	31½
Chi. Gt. Western....	11½	Kan. City So.....	37½
Chi. & N. W.....	178½		

PUPILS' COMMENTS

"Am. Loco. 55½" means that American Locomotive stock is selling at \$55½ per share; it might be quoted \$49½ below par or \$49½ discount.

"Am. Loco. pfd. 109½" means that American Locomotive preferred stock is selling at \$109½ per share; it might be quoted at \$9½ above or \$9½ premium.

Preferred stock dividends are paid before the common stock dividends are declared. Preferred stock bears a fixed rate of dividend, while the common stock rate is variable.

General Electric stock is quoted high because business is good and the company is prosperous and able to pay large dividends.

Iowa Central is quoted low because of low rate of dividends caused perhaps by poor business, bad management, unexpected expenses, etc.

Hock. Valley is not quoted; probably no sales were made on that date.

While the par value of stocks is usually \$100, the par value of bonds is usually \$1,000 and the market value of the bond is such per cent as is quoted of \$1,000.

"Adams ex. 4s, 94½, 93, 93" means that Adams Express Company bonds bear 4% interest on the par value of the bond or \$40 per bond, presuming the par value to be \$1,000. The highest price of bonds sold on that day was 94½ per cent of the par value \$1,000, \$948.75. The lowest and closing price was 93 per cent of \$1,000, or \$930.

Plate 1 shows the result of a discussion regarding stock certificates, their form, value, and manner of transfer. The reader should bear in mind that this work was not planned nor executed for exhibition, but as regular class work.

Additional interest may be aroused in the class by mentioning the firm names of a few prominent brokers: Brown Bros. & Co.; Thos. McLay & Co.; Hornblower & Weeks. Among the banks that handle large sums of money in connection with "Wall Street" transactions are Corn Exchange Bank, Knickerbocker Trust Co., Consolidated National Bank of New York, National Bank of North America in New York.

Checks, receipts, and notes used by prominent institutions in connection with stock transactions, if possible to be secured, will also tend to arouse interest. Plate 2 shows one form of note used.

Celery Growing in Muck-Land

Consul W. Maxwell Greene, of Hamilton, describes the successful efforts to reclaim marsh lands in Bermuda by raising celery for the American market:

The salt marshes of Bermuda, consisting of large tracts distributed well over the lowlands of these islands, have hitherto been considered as worthless. They yield a coarse sedge grass and weeds useful only as bedding for cattle. Experiments in the last year or two prove that by a simple method celery of high grade can be raised in large quantities and at a good profit. The surface is cleaned and ditched, the excavated muck being thrown on the soil and the ditches filled with loose rubble and stone, the area then ploughed and leveled before seeding. The result has been so successful that rapidly these marshes will largely be reclaimed and devoted to this special culture. Bermuda celery is well known in New York, and promises remunerative business for local growers.

A Good Lesson in Physical Training

Systematic training of the body helps in the harmonious development of the whole man. To quote Montaigne, "We have not to train up a soul or yet a body, but a man, and we cannot divide him." This, indeed, expresses a truth which lies at the basis of rational education.

A lesson in gymnastics for good results, that is, harmonious development, correction of deformities, and mental refreshment, depends upon four things:

1. Ventilation of the room.
2. Thoro knowledge of exercises on the part of the teacher.
3. A correct position of the body on the part of the pupil before the exercise is taken.
4. Interest, enthusiasm, and accuracy with which the exercises are given.

A teacher's result in this line of work, as in any other, is in proportion to the amount of intelligent thought, time, and interest she gives to it.—EDNA P. GARRETT, Director of Physical Training, Milton, Mass.

A Week with the Fifth Grade

Monday

MORNING EXERCISES

Topic for Discussion—Neatness.

Read or tell this story:

One day a girl said to her friend, "I wonder how it is that my desk is nearly always untidy. I put it straight, and place everything in order at least once a week, and yet, in spite of all I can do, it never looks right."

"Ah," said her friend, "putting things straight from time to time is not the way to have a tidy desk. I can tell you a better way than that. You cannot keep your things in order by often putting them in order. The only way is never to let them get out of order."

Can any desk be kept tidy if it is only put in order once a week? Must a schoolroom be kept tidy? How? Must a school building be kept tidy? How? Must a house be kept tidy? How? Must a street be kept tidy? How? Must a store be kept tidy? How?

ENGLISH

Write on the blackboard the following poem, and have the pupils rewrite it in their own words:

TURNING LEAVES

The leaves are turning everywhere
To red and gold and brown,
And soon thru the bright autumn air
They will be falling down.

And all the winter, night and day,
In country and in town,
Some other leaves will turn, and they
Sometimes may tumble down.

For winter days are dark and cold,
But study turns their hours to gold.
And leaves must turn and turn and turn,
If boys and girls intend to learn.

—ZITELLA COCKE, in the *Youth's Companion*.

GEOGRAPHY

Seat Work.—Find on what seacoast, river, bay or other special locality each of the following cities is situated. Write what you find. For example, New York is on the Atlantic coast. List of cities—New York, Chicago, Philadelphia, Boston, San Francisco, St. Louis, Montreal, Quebec, Mexico, Panama.

Recitation.—Talk about the reasons why the cities mentioned have come to be where they are.

HISTORY

Altho the conquest of Mexico and of Peru does not bear directly upon United States history, still in connection with the adventures of the other Spanish explorers it is worth while to take the necessary time to learn something of the adventures of Cortez and Pizarro. The following will aid in the study of the conquest of Mexico.

Cortez.—The city of Mexico was very beautiful in the days before the North American continent was discovered by the Europeans. It was built around the shores and on the islands of a lovely lake. It had broad streets and fine buildings. The principal temple, devoted to the worship of the sun, was ornamented with gold and precious stones. There were great public squares, the one in the center of the city having in its midst the temple of the god of war.

The people of the city were Aztecs. They were very different from the Indians the white men had hitherto seen. They worshipped the sun and moon, and the god of war, in whose honor they burned the bodies of those captured in battle.

The Aztecs were a powerful people, and all the tribes around acknowledged the supremacy of the Aztec king. Everywhere, from the Pacific Ocean to the Gulf of Mexico, were great roads, so that the king could send messengers from one part of his kingdom to another. Outside the city there were fields where cotton, corn, wheat, sugar, coffee and other things grew.

The Aztecs did not dress in skins, but they had clothing of cloth made by weaving cotton.

Montezuma was the king's name, and he was loved and worshipped as a god.

Now the Spaniards across the sea had heard of this great city of Mexico, and they determined to get possession of its wealth. An army was sent from Cuba to conquer Mexico, with Hernando Cortez as its leader. Cortez, tho a brave warrior, was a cruel, treacherous man.

In the year 1519, the Spanish troops landed at Tabasco, on the south coast of Mexico. Cortez continued his journey as far as Vera Cruz, where Montezuma had sent messengers to meet him. The messengers carried rich presents of gold and jewels to the Spaniards, at the same time trying to persuade them to leave Mexico. But the very richness of the gifts made Cortez all the more determined not to leave. He insisted upon going to the city of Mexico to see Montezuma, as he had been ordered by the king of Spain to do. For fear his soldiers would lose courage and refuse to go with him, he burned all the ships, so that they could not go back to Cuba if they wanted to.

The Aztec messengers returned to the city and reported to the king that the Spaniards were close behind. Montezuma was in doubt what to do. He was a wise and good king, but not a great soldier. He sent more messengers, with still richer presents, to ask the Spaniards to leave the country, but in vain.

There was a tradition among the Aztecs that hundreds of years before Mexico had been visited by a wonderful stranger from the East, a child of the sun. He had taught the people to cultivate the ground, and he trained them in all the arts of peace and war. He stayed with them for many years and they loved and worshipped him. The stranger was beautiful, with hair like the sunlight and eyes like the stars. His skin was as white as the snow which glistened on the tops of the mountains.

One day the stranger told the Aztecs that he must go away, never to return. But some time a race would

come from the East, children of the sun like himself, to demand the Aztec kingdom for themselves. It would be of no use to try to fight these strangers, for they would conquer all before them.

The stranger vanished from sight in the west, and tho the people mourned for him many days they never saw him again. When Montezuma learned that the Spaniards were fair-skinned and light as compared with the Aztecs, he thought they might be the children of the sun. If so, it would be of no use to fight them. When Cortez reached the city the king went out to meet him, and welcomed him kindly.

When the Spaniards saw the city they were delighted, for they were sure that its treasures would soon be theirs. King Montezuma gave Cortez a large building for his headquarters, and to every soldier he made magnificent presents. But the Spanish general was particularly interested in the treasures of gold and silver, the storehouses full of provisions, and the arsenals crowded with bows and arrows for use in war. Cortez was rather frightened when he saw how well the Aztecs were prepared for war.

The Spanish general was obliged to leave Mexico and fight troops sent against him from Cuba. While he was gone, Alvarado, whom he left in command, attacked the Mexicans while they sat at a feast and killed five hundred of their priests and leading men. The Aztecs were very angry and would have killed all the Spaniards if Cortez had not come back just in time.

Cortez tried to make peace, but the Mexicans would not listen. The Spaniards took Montezuma prisoner, and he died in the Spanish camp, of a broken heart. A great battle followed, in which Cortez conquered.

Mexico, with all its vast wealth, became the property of the king of Spain. The Aztecs were compelled to work in the mines as slaves, and quantities of gold and silver were sent across the ocean to Spain.

For three hundred years after the victory of Cortez, in 1521, Mexico was ruled by Spain. At the end of that time it became free once more.

Tuesday

MORNING EXERCISES

Topic for Discussion—Paying attention. Read the following story:

A class one day had some problems to do which they did not understand. The teacher worked one problem on the blackboard, and after making everything as plain as she could she set the pupils to work.

At the close of the lessons she looked at their work. Most of the boys and girls had their problems correctly worked, and all but one boy had at least two or three correct. When the teacher looked at his slate she said, "Why, Henry, your work is all wrong. You have not done the problems in the way I told you. They could not have come out if you had worked at them all day."

"Please, ma'am," said Henry, "I thought that was the way you told us to do them."

"Then you did not pay attention to what I showed you on the blackboard," was the reply.

"Please, ma'am," continued the boy, "I have a bad memory, and I often forget things. I did my best to get the problems right."

The teacher knew that Henry was saying what he

thought to be true, so she passed over the matter for the time.

The next day had been fixed for a school treat. The children were to be taken by train to Bronx Park, where they were to play games and have their lunch. About an hour after the close of the arithmetic lesson, the teacher spoke about the outing, to make sure that everyone knew the time and the place of the meeting.

After reminding them it was to take place the next day, she said, "Where do we meet?"

"At the railway station," a pupil replied.

"At what time?" she asked.

"Half-past nine," said the same pupil.

"At what time does the train start?"

"Ten o'clock."

The teacher noticed that these questions were all answered by Henry before any of the others could get in a word. Turning to the boy, she said, "Your memory is much better than it was an hour ago. Take care to keep it up to the mark after this."

Henry blushed and as he walked home he thought about what his teacher had said.

There certainly was nothing wrong with his memory at one time, and there certainly was something wrong with it at another time. What was it?

ENGLISH

Select the nouns, adjectives, and verbs in the poem "Turning Leaves," given above, placing nouns in one column, adjectives in a second column, and verbs in a third.

GEOGRAPHY

Upon an outline map of North America, locate New York City, Chicago, Philadelphia, Boston, San Francisco, St. Louis, Montreal, Quebec, Mexico, and Panama.

HISTORY

Study the story of the Spanish conquest of Mexico, with the aid of a map. Where is the City of Mexico? By what route would you travel from your home to the City of Mexico? How far is Cuba from Mexico? How far is Spain from Mexico? Is Mexico a wealthy country to-day? Of what nationality are most of the people? What language is spoken there? Are there any descendants of the Aztecs in Mexico now? (See larger histories, encyclopedias, etc.)

Wednesday

MORNING EXERCISES

Topic for Discussion—Gambling. Read this story to the class.

One day John Dixon asked his father for some money with which to buy marbles.

"Money for marbles!" said his father. "What do you want with so many? Only a few days ago your pockets were so full of marbles that you had to have a bag made to hold them."

"Yes, I had plenty then, but I have none now," said John. "I have lost every one, and I cannot play with the other boys till I get some more."

"You must hunt for those you have lost," his father replied. "If you buy more you will only lose them. You must learn to be more careful. Is there a hole in your pocket, or have you lost the bag?"

"I don't mean that I lost them that way," said John. "I lost them in play with the other boys. You see, it is no fun unless we play for keeps."

"What do you mean by playing for keeps? Tell me what kind of a game you play."

"Oh, we play different games, but they all end alike. The boy who beats gets the marbles. I won a lot at first, but in the end I lost every one I had."

"Then you mean to say that you and the other boys gamble for marbles," said his father. "I did not dream that my boy would do such a thing."

"Oh, father, it is not gambling to play for marbles. Gambling is playing for money. I never played for a penny in my life."

"I do not see the difference," said Mr. Dixon. "Gambling is not what you play for, but playing for anything. You can gamble for nuts, or apples, or candy, or marbles, or money. Some people even gamble for houses and lands. When you play for marbles you stake marbles just as gamblers stake money. It is all alike gambling, and every boy who plays marbles for keeps is a gambler."

Why do not honest people gamble? What is gambling? What is there wrong about it? What harm does gambling do to one's character? Why do we not all gamble all the time? Why is gambling forbidden by law? Why are gamblers considered criminals?

ENGLISH

Write a complete sentence, answering each of the following questions: Why do the leaves turn red and gold and brown? When do the leaves fall? What becomes of the fallen leaves? How does study turn the hours to gold? What kind of leaves must turn if boys and girls are to learn?

GEOGRAPHY

Upon the outline map of North America indicate the river, lake, etc., upon which each of the cities located the previous day is situated, and write its name upon the map.

Thursday

MORNING EXERCISES

Topic for Discussion—Foolish pride. Read the following story:

Once upon a time an old kettle was thrown into the corner of an engine shed, where it lay for a long while, until it had become accustomed to the dim light which came in thru the dusty windows. Then it looked about and saw that several worn-out locomotives were also laid aside in the same room.

Wishing to be friendly with others in the same plight with itself, the kettle said in a pleasant, tho somewhat cracked voice, "Gentlemen, I am sorry to see you in this place. I was not brought here until more than once I had lost my spout and handle, and been patched so often that there is very little of my old self left. I suppose, therefore, that, like me, you have all seen better days. Like me, you are now laid aside as useless."

If the engines heard the kettle's remarks, they did not show that they even knew it was there. Not one of them made any reply, but all remained stiff and silent. They looked as if they had never said a pleasant

word in their lives, and as for making fun, that was out of the question.

The kettle was silent for a moment, and then, in the kindness of its heart, spoke again.

"Well, gentlemen, and I may say brothers," said the kettle cheerily, "do not be downhearted. We have played busy and useful parts in our day, and may comfort ourselves now in thinking over the work we have been able to do. As for me, the thought of the pleasure and refreshment that I have been the means of giving affects me deeply, and makes me content to rest for the remainder of my life."

"What is that old tin kettle talking about in the corner?" said one of the locomotives to its neighbor. "Where are its manners, to dare to speak in our presence? Who, pray, are its brothers?"

"Oh, ho," cried the kettle, "is that it? So you do not regard me as a relation. You think I am not your equal, and ought not to speak to such a high and mighty thing as a locomotive. Dear, dear, what a mistake I have made, to be sure."

"Let me tell you a plain truth, my rusty friends, that will not add to your pride. You refuse to own me as a brother, and as a member of the puffing family. Has no one ever told you that I am more than a brother? I am both father and mother to the best of you. Who, indeed, would ever have heard of a steam-engine if it had not been for a tea-kettle?"

The locomotives said never a word in reply. Perhaps they were all too ashamed to speak. Because they had risen in the world, and had made a great fuss, they did not want to be thought related to a common tea-kettle.

ENGLISH

Write a composition on how we know that autumn is here.

GEOGRAPHY

Find in the back of the geography, or elsewhere, the population of each of the cities of North America being studied. Write the names of the cities in order of size, the one with the largest population first, the second in size next, etc.

Friday

MORNING EXERCISES

Topic for Discussion—Respect for self. Read the following story:

Herbert and Helen were brother and sister. Herbert was about a year older than Helen, and was in a higher class in school, but everybody seemed to think more of his sister than of him.

At first Herbert thought this was because she was a girl and he was a boy. But after a time he realized that Helen was made much of by people who scarcely spoke to him. They asked her to visit them, but they never asked him. They gave her presents, but they seemed to forget that she had a brother.

One day Herbert said to his sister, "Helen, how is it that people respect you more than they do me?"

"What do you mean by respect?" said Helen.

"Why, everyone seems to like you better than me. They are always glad to see you. They are not always watching to catch you in some fault."

"I think I know why we are not treated alike," Helen

replied, "and I will tell you if you will promise not to be cross. I may be wrong, and if I am, please forgive me."

"I won't be cross, whatever you say," Herbert answered.

"Well, Herbert, you know all about it as well as I do, if you will only think the matter over. You say people respect me. They do so because I respect myself. That is all."

Herbert looked puzzled for a moment, then he said: "I see. You mean to say that people respect those who respect themselves. If people do not respect you, it is because you do not respect yourself."

"Yes, that is the reason," said Helen. "People expect us to do certain things. If we respect ourselves we shall always be neat and clean, we shall be careful not to use coarse words, we never are rude to anyone. We are obliging and helpful, and—"

"There, you are, finding fault with me," said Herbert. "That is just the way people always talk to me, always blaming me for something. I am no worse than other boys."

"I did not say one word about you," said his sister. "I told about the kind of person people respect, and how anyone does who respects himself. If the cap fits, just put it on, that is all."

ENGLISH

Write a letter to someone supposed to live in a tropical country where there is no winter, telling what our autumn is like.

GEOGRAPHY

Find one thing for which each of the cities being studied is famous.

Traffic Routes of the World

An enormous dock is being constructed at Liverpool, to cost \$2,430,000, as a portion of still larger plans which contemplate the ultimate expenditure of \$15,573,384 in dock improvements, at the Australian port of Melbourne.

The Japanese Railway Bureau has decided to adopt a new type of locomotive made in Germany, in which the cylinders have been reduced to 15 inches. Experiments have been made at Nagano station with a new locomotive, and with satisfactory results. It is stated that the consumption of coal is greatly reduced by the new engine, being 33 pounds per mile instead of 40 pounds. It is proposed to gradually adopt the new type of engine on all the Government lines.

Cuba will build a new railroad from Cifuentes, via San Diego del Valle, to join the lines of the United or the Central Company at La Esperanza.

Traffic on River Seine

The system of navigation on the Seine River, which connects not only Paris, but also the richest part of interior France with the port of Havre, is a striking example of a waterway combining the services of canal and river. At Havre and from that port to Rouen, the system has a maritime aspect; from Rouen to Paris it is simply river; beyond Paris for nearly 130 miles it is canal or canalized river to the head of navigation at Mery-sur-Seine. Its total navigable length is 345 miles, and the canal of the upper Seine carries its waters 35 miles farther.

From Mery to Marcilly (16 miles) the river is only nominally navigable and traffic is carried on in the upper Seine Canal. From Marcilly to Montereau (42 miles) the river is entirely canalized and permits the use of barges drawing up to 4.55 feet and less than 125 feet in length; towage is by horses. From Monte-

reau to Paris (60 miles) barges of 6 feet draft, 125 feet long, and of 15 feet beam can navigate, traffic being chiefly on 600-ton barges and steam vessels of 100 to 250 tons. There is direct railway connection at various points and at Paris extensive freight-handling facilities and terminals.

About half the coal consumed in Paris reaches that city by canal. Rouen is one of the most important ports for the entry of coal shipped into France from England and Wales, that commodity constituting 60 per cent of all the traffic passing up the maritime section of the Seine. Coal vessels from Wales, it is stated, can arrive at Rouen, discharge cargo, return to Wales, load, and reach dock again at Rouen in a period of eight days. Most of the coal is transhipped for Paris, being transferred from the steamers to light-draft barges for carriage thru the upper sections of the river. In 1908 Paris received in this way enough coal to have filled 200,000 French railway cars.

England and the Suez Canal

In view of the building of the Panama Canal by the United States Government, the investment made by the British Government in Suez Canal shares affords an interesting topic for discussion.

The purchase price of the Suez Canal shares was \$19,352,037. The amounts received for interest and dividends for the five years up to January 1, 1910, were: 1905-6, \$5,125,997; 1906-7, \$5,129,427; 1907-8, \$5,488,543; 1908-9, \$5,150,577; 1909-10, \$5,140,034. There was received for interest and dividends from January 1, 1895, to January 1, 1910, both inclusive, \$66,661,718.

Prior to July 1, 1894, interest on the purchase money was paid by the Khedive of Egypt. The total amount so paid from the date of purchase was \$17,690,645. It will be noted that the investment, which was severely criticised at the time it was made, has proved an exceedingly profitable transaction, and has yielded very large profits to the shareholders.

Outlines of United States History

By JAMES H. HARRIS

John Quincy Adams

(1825-1829)

Introductory

I. *The Election of Adams.*—How it came to devolve on the House of Representatives. Under what circumstances is the election of a President thrown upon the House of Representatives?

[This will afford a good opportunity to study, or review, the constitutional methods of electing a President.]

II. *Sketch of Life of John Quincy Adams.*—His birth, ancestry, education, achievements, and character.

CHIEF EVENTS OF ADMINISTRATION

I. *Internal Improvements.*—Adams's attitude toward internal improvements. Building of roads and canals:

THE ERIE CANAL

What and where was the Erie Canal?

What was the purpose of it?

When was it begun? When completed?

Who was the Governor of New York to whom great credit is due for the enterprise?

Effects of the Canal:—

1. Cheapened freight rates greatly.
2. Facilitated the westward movement of emigration.
3. Opened a market to the Western farmer for his produce, and enabled him to secure the necessities of life more cheaply and easily.
4. Greatly extended the market of New York, and helped make New York City a great commercial center.
5. Stimulated the growth of towns and cities along the route of the canal in Central New York.

EXPRESSIONAL WORK

1. Draw a map of New York, sketching the Erie Canal.

2. Write a brief composition on the Erie Canal, following the questions and suggestions given above.

II. *Removal of Creeks and Cherokees from Georgia,* and the controversy between the Governor of Georgia and President Adams. Why is this incident of importance?

III. *The Tariff Act of 1828.*—Influences that favored a high tariff. Why New England should favor, and the South oppose, a high tariff. Attitude of John C. Calhoun and South Carolina toward the "Tariff of Abominations."

IV. *The Election of 1828.*—Adams defeated for re-election. Influences determining the election of Jackson.

V. Summary and estimate of Adams's administration. Indicate the principal events. Was it on the whole a notable administration?

Andrew Jackson

(1829-1837)

I. *Sketch of the Life, Career, and Character of Andrew Jackson.*—"In the election of 1828, the democratic spirit of the West and South had triumphed over the aristocracy of the East." New forces had come to the front in American political life.

JACKSON'S CABINET

II. *"The Spoils System."* Jackson's attitude toward office holding,—"To the victors belong the spoils." In the first month of office Jackson had removed more men from office than all the Presidents who had preceded him. By the end of his first year, he had dismissed about two thousand office holders and replaced them with his own followers.

What objections are there to this system?

Are there any arguments in its favor?

What system is at present in use?

Jackson's example was followed by succeeding Presidents for more than forty years. It has been largely nullified, however, in recent years, by the enactment of civil service laws.

III. Foreign Relations.

1. A treaty was negotiated with Great Britain whereby we acquired direct trade with the West Indies—a long-desired thing.

2. Jackson induced France to pay us five million dollars to settle claims for spoliation of commerce in Napoleon's time.

IV. *The Tariff of 1832 and the Doctrine of Nullification.*—This topic is discussed in a special outline on the Protective Tariff.

V. The United States Bank.

1. The first United States Bank was established in 1791, under the influence and by the recommendation of Hamilton. It was chartered for twenty years, and when its charter expired in 1811 it was not renewed.

2. The second United States Bank was established in 1816, with a twenty-years' charter. It was this bank which Jackson attacked, and thru his influence its charter, expiring in 1836, was not renewed.

The question of Government finance is too complicated for beginners in United States History, and it is not desirable to enter into any detailed analysis of the arguments *pro* and *con* relative to the establishment and overthrow of the United States Bank.

The amended king's accession bill provides that the pronouncement against Roman Catholicism shall be cut out, and in its place substituted the following: "And declare that I am a faithful Protestant" On great pressure from the Non-Conformist churchmen, the Premier had modified the original amendment which referred to the Protestant Church as being established by law in England.

Stories of the States

New Jersey which was New Sweden

Chief cities: Newark, Jersey City, Paterson, Camden, Trenton, Hoboken, Elizabeth, Bayonne, Orange, New Brunswick.

First European to look upon the shores of New Jersey was Henry Hudson (1609).

Colonies were sent from Holland, and settlements arose in neighborhood of Jersey City, then called Bergen (1627).

Jersey City will celebrate the 250th anniversary of its founding as village of Bergen, October 16 to 22. On Wednesday, October 19, the schools will have special exercises with historical tableaux.

Gustavus Adolphus, king of Sweden, desiring to found a New Sweden in the new world, sent colonies to Delaware. Some of the Swedes went over to West Jersey and occupied land claimed by the Dutch. Disputes resulted, until finally Governor Stuyvesant came over, and secured submission of Swedes (1655).

In 1664, King Charles of England, who claimed New Jersey by right of Cabot's discovery, Raleigh's patent, and the patents of the London and Plymouth companies, granted all land from Cape May to Nantucket to the Duke of York. The Duke gave New Jersey to Lord John Berkeley and Sir George Cartaret.

Philip Cartaret was first governor of New Jersey. He named the capital Elizabeth, after the wife of George Cartaret.

A few years later, the two proprietors divided their lands, Cartaret taking East Jersey and Berkeley West Jersey. The latter sold out to a syndicate of Quakers for \$4,500 (1674). A number of Friends came over from the British Isles and settled about Salem and Bordentown.

In 1682, William Penn and the Quakers bought East Jersey. Troubles in the local government led them later to surrender their rights to Queen Anne.

In 1702, Lord Cornbury became governor of New York and New Jersey, each province having its own assembly.

In 1738, New Jersey became separate, its last royal governor being William Franklin, son of Benjamin Franklin.

New Jersey supplied for each of the twelve campaigns against the French and Indians some 500 to 1,000 soldiers. Their blue uniforms occasioned the title "Jersey Blues," applied to the battalion which served in King George's War (1745-8).

New Jersey sent 10,726 soldiers to fight in the Revolution in the Continental Line, besides raising large bodies of militia. On Christmas night, 1776, Washington crossed the Delaware in the midst of a storm of sleet and snow, and at daylight surprised 1,200 Hessians at Tren-

ton, capturing 918 men and the colors of three German battalions. A few days later, Washington defeated the British at Princeton, taking the college which was held by the enemy, and then retiring to Morristown.

In 1777, Fort Mercer, at Red Bank, was bombarded by the Hessians, who were defeated, with loss of 400 men. The battle of Monmouth, 1778, was started by Lafayette, Wayne and Lee attacking the rear guard of Clinton's army. The Americans were routed, but the British grenadiers gave way before Knox's batteries and Wayne's riflemen.

There were about a dozen tribes of Indians in New Jersey. They were treated justly by the whites and so the colony escaped Indian wars. The last of the original tribes went to Oneida Lake in 1802, and later to the shores of Lake Michigan.

Slavery existed in New Jersey for more than a century. The negroes were taken from the slave ships at Perth Amboy. In 1820 an act gave freedom to all children born of slaves, after certain dates. In 1840 there were only 674 slaves remaining.

The Constitution of 1776 allowed for universal suffrage. Until 1807, women voted when they chose.

New Jersey sent 88,305 men to the Civil War.

The name, New Jersey, commemorates the defence of the Isle of Jersey, in the English Channel, by Sir George Cartaret.

New Jersey is often called the "Garden State," on account of its floral and agricultural products.

The arms of New Jersey show three ploughs on a silver shield, indicative of the agricultural pursuits of the State, with figures of Liberty and Ceres as supporters. The crest is a horse's head.

The governors of the State, after its formation as a State, were William Livingston, William Paterson, Richard Howell, Joseph Bloomfield, John Lambert, Aaron Ogden, William S. Pennington, Mahlon Dickerson, Isaac H. Williamson, Garret D. Wall, Peter D. Vroom, Samuel Lewis Southard, Elias P. Seeley, Peter D. Vroom, Philemon Dickerson, William Pennington, Daniel Haines, Charles C. Stratton, George F. Fort, Rodman C. Price, William A. Newell, Charles S. Olden, Joel Parker, Marcus L. Ward, Theodore F. Randolph, Joel Parker, Joseph D. Bedle, George P. McClellan, George C. Ludlow, Leon Abbott, Robert S. Green—to 1890.

There are 30,000 farms in New Jersey, covering three million acres of land.

The Kittatinny Mountain contains a large amount of slate. Zinc is mined at Ogdensburg and Franklin.

Trenton makes more pottery and crockery than all the rest of the Atlantic States together.

William of Nassau.

(DUTCH PATRIOTIC SONG. A.D. 1568.)

Moderato.

VOICE.

1. Of Nas-sau, and O - ra - nia, A true Dutch prince am I; The
2. My faith in God nought's mov-ing. I know that I.. shall reign, if

Moderato.

PIANO-FORTE.

mf

crown of fair His - pa - nia I - ev - er hon-our'd high; My Fa - ther-land I
He's of me ap - prov-ing, O'er my dear land a - gain. Oh, Neth - er - lands, to

rall. *a tempo.*

guard - ed With mild and faith ful hand; Yet now..... I am dis
save ye, My life, my all, I'd yield, As brave..... A - dol - phus

rall. *a tempo.*

- card - ed, Am robb'd of crown and land!
gave ye His life on Fries - land's field!

ff

The World We Live In

In more than forty Kansas counties women serve as superintendents of schools, and in twenty-four other counties there are women candidates for the office. Enough of these will probably be elected in November to place the schools, in a majority of the counties, under the direction of women.

A newspaper recently mentioned the importation by Germany of thirty-eight great bags of dried flies from the West Indies. It spoke also of the capture of a hundred and twenty-five bushels of grasshoppers by an enterprising American. The flies and the grasshoppers are to be used in fattening poultry.

A party of seventy-eight Chinese students are on their way to this country, to be educated in different colleges here. Their expenses will be paid out of the Boxer indemnity fund which the United States gave back to China.

The census of Boston shows a population of 670,585, an increase in ten years of 19.6 per cent. Boston remains the fifth city in size in the Union, the order being New York, Chicago, Philadelphia, St. Louis and Boston.

Maine has elected F. W. Plaisted, the Democratic candidate, governor by about 9,000 majority, and three Democratic Congressmen. This is the first Democratic victory in thirty years in the State.

For several years past the German lithograph concerns have done a large business in making picture post-cards, the best market being the United States. Complaints are made that the business is dying. Three years ago Germany sent 500,000,000 post-cards to the United States, but the demand is rapidly growing less.

Rose Pitnoff, a 15-year-old girl of Dorchester, Mass., swam from Charlestown bridge to Boston light, a distance of twelve miles, in cold, rough water. Only one other person, Alois Adlerle, has ever made this swim.

Pennsylvania health authorities have reported a considerable number of cases of infantile paralysis in the State. The germ of this disease, according to Dr. Mills, of Philadelphia, is to be found in a lower animal or vegetable form of micro-organism. He finds that the disease is prevalent in rural sections and along water courses, and so he thinks it may originate somewhat in the same way as malaria. No treatment has been devised as yet, but the patient should have complete rest and the use of fever mixtures is recommended.

Japan's new tariff law will go into effect July 17, 1911. The duties have been somewhat increased over those now in operation, because the government wants more revenue to pay off its war debt, and because the protective idea has secured a hold in Japan. The Japanese learned how manufactured goods are produced in America and Europe. The policy is to encourage the production of these goods at home by raising a barrier against outside competition. It is not expected that American trade will be seriously affected by the new tariff. The exports from this country to Japan have averaged about forty million dollars annually for the past five years. More than one-third of this is cotton, which remains on the free list of the revised Japanese tariff.

It is reported that the Cunard Company has arranged for two new record-breaking vessels a thousand feet long. The White Star and other lines are expected to follow suit.

The new Anglo-Belgic Hamburg Line with a fleet of twenty-two vessels, has begun operations between Antwerp and the River, Platte.

A permanent exhibition of Spanish products has been opened in Montivideo.

A New Kingdom

Montenegro, with its 3,600 square miles, lying high between Austria, Serbia, Turkey, and the Adriatic, and its 225,000 inhabitants, was elevated to the status of a monarchy on Aug. 28. Its Prince, Nicholas I, with the assent of the Powers, took the title of King Nicholas I.

The Chicago *Inter Ocean* thus describes the ceremonies: "The members of parliament



The Children of the King and Queen of Italy

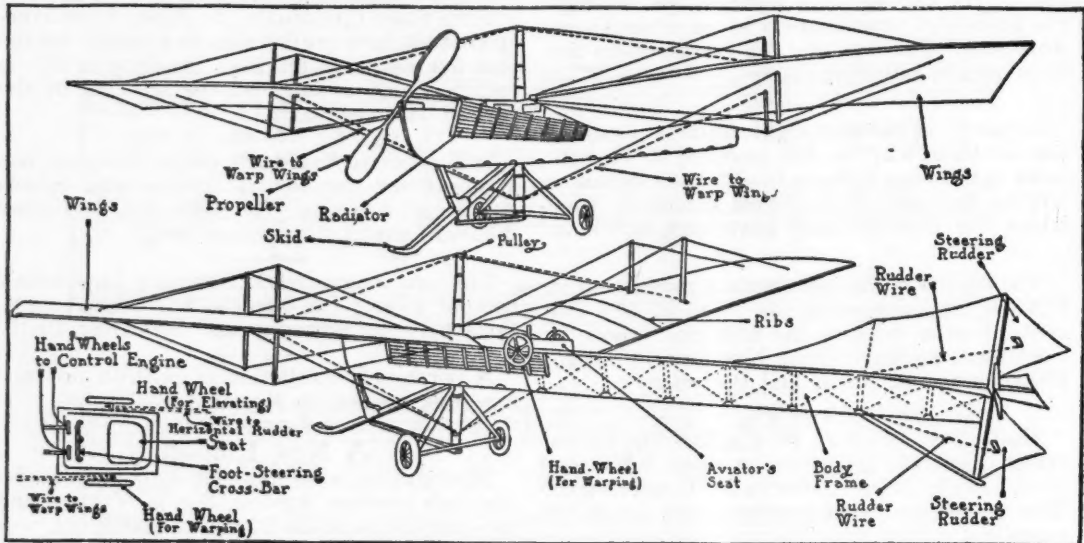
gathered in Parliament House, where the 'Te Deum' was sung, and proclamations were sent throught the country announcing the event. From early morning deputations from all parts of the country and from Dalmatia, Albania, Old Servia and Italy, many in their national costumes, marched past the palace, singing and cheering. King Nicholas received the various deputations and told them that Montenegro would devote itself solely to the advancement of culture. After the proclamation of the kingdom, the new government buildings were inaugurated in the presence of the representatives of European powers in the Balkan States.

The Minister of War presented King Nicholas with a sword in the name of the army."

The Montenegrins are a Slavic people. They belong to the Orthodox Greek faith and are said to be sturdy and honest, and wringing only a very scanty subsistence from their rocky hillsides.

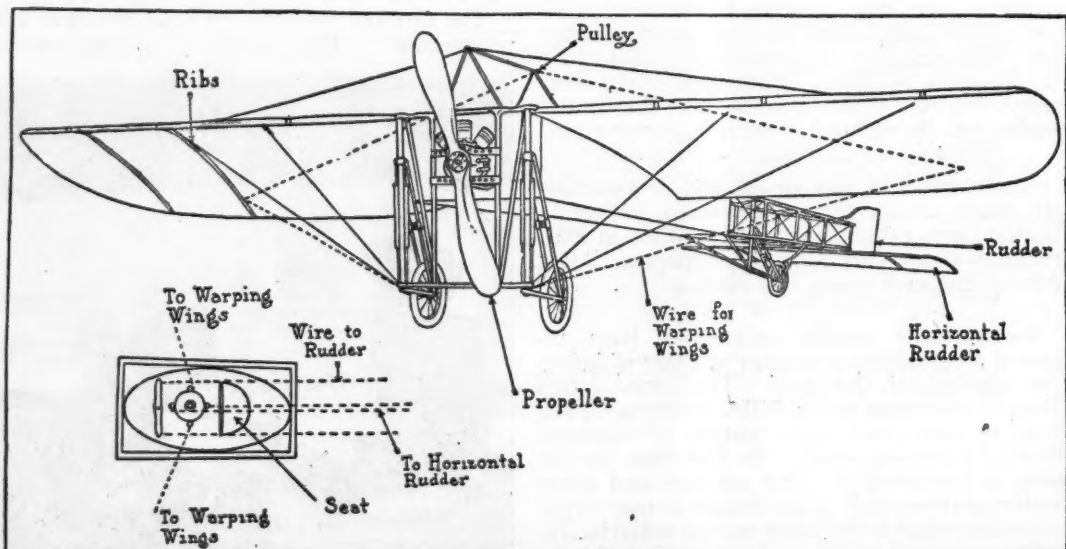
Cotton Mill Combine

At New York was announced recently the organization of the International Cotton Mills Corporation, capitalized at \$20,000,000. This body is to acquire the direct ownership of stock



(Courtesy of the World's Work)

THE ANTOINETTE MONOPLANE



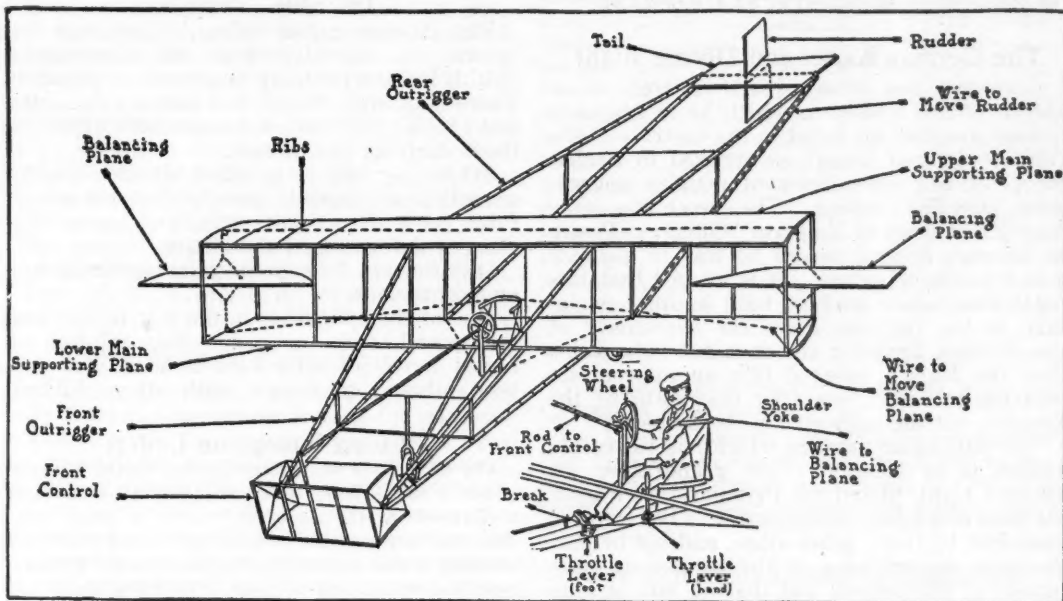
(Courtesy of the World's Work)

THE BLERIOT XI. MONOPLANE
Construction of the Aeroplane

control of no less than 220 mills, both North and South, employing 10,000 or more operatives and representing 30,000 varieties of cotton fabrics. The largest acquisition will be that of the Consolidated Cotton Duck Company, which owns the Stark Mills in Manchester, N. H., and which has bought out several large concerns. Myron C. Taylor is president of the new combine, which will have offices in all the larger cities here and in England. It will own and cultivate 10,000 acres of cotton lands.

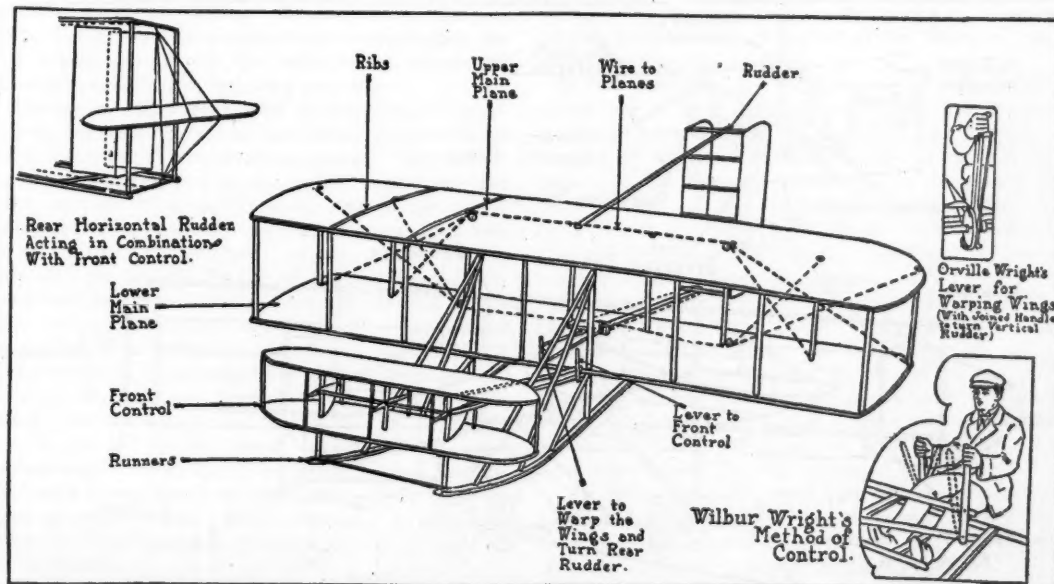
Argentina's Agricultural Resources

In transmitting a copy of the Argentine Agricultural Statistics for 1910, Consul-General R. M. Bartleman, of Buenos Aires, reports that 655,456,756 acres of the total area of Argentina are susceptible of cultivation, 504,982,535 acres of which can be used as pasture or rendered available thru irrigation; 104,080,375 are covered with public and private forests, and the remaining 46,393,846 acres were actually under cultivation in the 1909-10 season. Of the culti-



(Courtesy of the World's Work)

THE CURTISS BIPLANE



(Courtesy of the World's Work)

THE WRIGHT BIPLANE

vated area, 27,123,897 acres were under grain, 14,826,260 under alfalfa and other grasses, while vegetables, fruit trees, and other productive vegetation were grown on the remainder.

The opportunities for the lucrative investment of foreign capital are shown by the fact that a little more than one-fourth of the territory of Argentina possesses 73 per cent of the entire population, 73 per cent of the railways, 90 per cent of the total area of cultivated land, and 70 per cent of the total number of live stock. The value of the total rural property of the Republic is estimated at \$3,479,686,234.

The German Kaiser and Divine Right

Germany has been greatly stirred by a speech of the Kaiser in which he is supposed to have asserted his belief in the doctrine of the "divine right of kings" as opposed to Parliaments or any other form of popular government, says *The Outlook*. The speech was made during a journey of Emperor William to Posen, in German Poland, where he was to dedicate a new castle or palace. It is alleged that this particular palace has been built in order to signify to the German Poles the supremacy of the German Empire; and it is not improbable that the Kaiser believed this an appropriate occasion to assert, not only the power of the Empire, but the authority of its Emperor.

The particular passage which has raised objection is as follows: "My grandfather, by his own right, placed the Prussian crown upon his head and again proclaimed it to be bestowed upon him by God's grace alone, and not by parliaments, assemblages of the people, or resolutions of the people; and that he saw in himself the chosen instrument of Heaven and as

such regarded his duty as regent and ruler. . . . Considering myself as the instrument of the Master, regardless of passing views and opinions, I go my way, which is solely devoted to the prosperity and peaceful development of our Fatherland."

The press dispatches report that the Social Democrats of Germany, whose political power has been steadily increasing, have taken this speech as a challenge by the Emperor and an assertion of despotic Imperial power.

Infantile Paralysis

The disease called infantile paralysis has become so alarming that the Government Health Bureau is taking measures to combat it. There is an epidemic of it at Mason City, Iowa, and Dr. W. H. Frost, a Government expert, is there studying the disease.

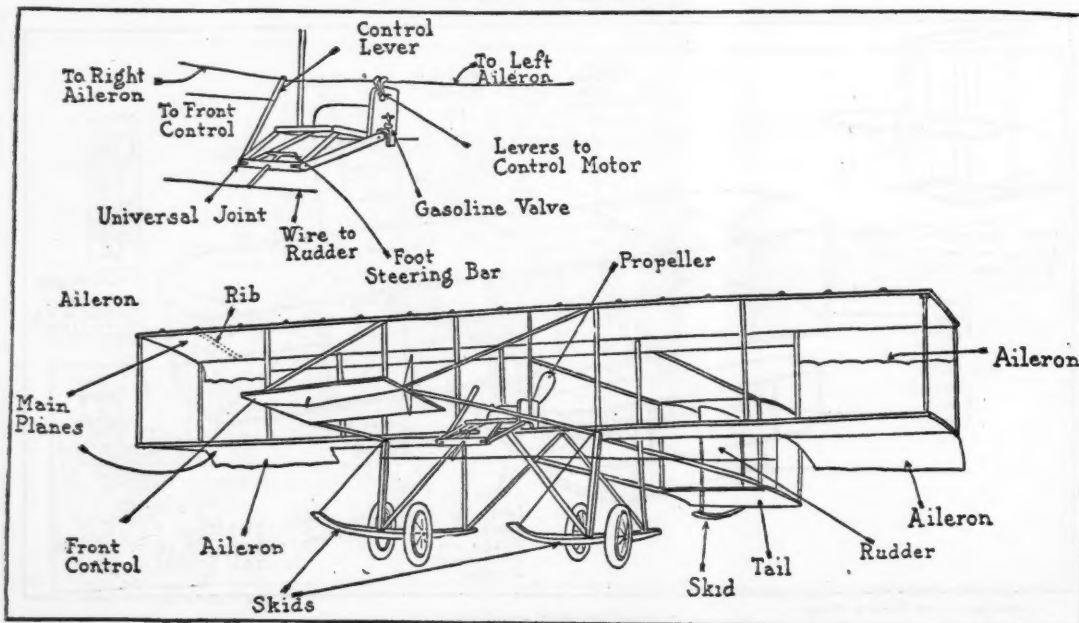
While the malady is called infantile paralysis, adults are liable to take it. It is not always fatal, yet it often results in the permanent crippling or deforming of the victim.

It is thought by experts to be both infectious and contagious.

One of the difficulties in the way of checking the spread of the disease is that children affected have not been kept isolated, but have been allowed to mingle with other children.

Excess Postage on Letters

The letter rate of postage to the United Kingdom is now 2 cents. Many letters still bear a 5-cent stamp, a clear loss to the sender of 3 cents on every letter. The letter-postage rate between the United States and Germany is likewise only 2 cents, but to other European countries it remains 5 cents. Teachers could help spread information on this point by telling their pupils.



(Courtesy of the World's Work)

THE FARMAN BIPLANE

Census Reports

The Director of the Census has announced that the population of the city of Greater New York is 4,776,883, against 3,437,202 in 1900, and 2,507,416 in 1890. The increase in ten years is 38.7 per cent. The population of the borough of Manhattan is 2,331,542, 26 per cent increase; that of Brooklyn, 1,634,351, or 40.1 per cent; of the Bronx, 430,980, or 114.9 per cent; of Queens, 284,041, or 85.6 per cent; and that of Richmond, 85,969, or 28.3 per cent.

The increase in ten years of the population of Brooklyn of 467,769 is equal to the total population of Buffalo or Pittsburg, with Hartford or Syracuse added, in 1900.

New York is the second city in size in the world, being surpassed only by London, which had 6,581,372 population in 1901, and now nearly a million more. Paris, in 1900, had 2,763,393; St. Petersburg, in 1909, had 2,740,300; Berlin, in 1905, had 2,040,148; and Rome, in 1901, had 1,196,909.

The population of Philadelphia is announced as 1,549,008, an increase of 19.7 per cent. That of Troy, N. Y., is 76,813, an increase of 26 per cent.

Our Military Expenditures

But by far the most serious single cause of our greatly increasing expenditures is the cost of maintaining and enlarging our military establishments. The total appropriations for the army, navy, fortifications, and military academy for 1910 were \$248,832,714.72, while the appropriations for the same purposes for 1897 were only \$61,688,477.29. The appropriations for 1910 exceeded those for 1897 by over 400 per centum. The total appropriations for all other purposes, exclusive of postal expenditures, for 1897 were \$315,253,968.90, while for 1910 they were \$560,876,772.40, or an increase of 178 per centum. In other words, the percentage of increase in expenditures for preparation for war is more than double the percentage of increase in all other expenditures, including past wars.

During the fiscal year 1909 we expended in preparation for war, that is, for our army, navy, fortifications, and other objects made necessary by our present policy, 39.4 per centum of our entire revenue for that year, exclusive of postal receipts; and on account of past wars we expended 32 per centum of our total revenues, or for both purposes 71.4 per centum, leaving only 28.6 per centum for all other governmental purposes outside of the Postal Service. While it is practically impossible to reduce our expenditures on account of past wars, it is possible to reduce very greatly our expenditures in preparation for war, without jeopardizing in the least our national safety, and it is to be hoped that the enlightened intelligence of the people will, in the not distant future, demand that we cease this reckless waste indulged in merely for the gratification of an unwarranted national pride.—From "Federal Appropriations: Their Rapid Increase," by the Hon. James A. Tawney, in the *American Review of Reviews* for September.

Population of Latin America

Consul Frederic W. Goding, of Montevideo, has compiled the following statistics from latest available sources covering Latin-American population:

Country.	Population.	Area, square miles.	Population, square mile.
Brazil	19,910,646	3,218,130	6.2
Mexico	13,607,259	767,000	17.7
Argentina	6,805,684	1,135,840	5.99
Peru	4,500,000	679,600	6.5
Colombia	4,000,000	438,436	9.0
Chile	3,249,092	291,500	11.6
Venezuela	2,591,000	593,950	4.4
Bolivia	2,267,935	709,000	3.2
Cuba	2,048,980	45,883	44.0
Guatemala	1,804,000	48,290	38.2
Salvador	1,707,000	7,225	236.0
Ecuador	1,500,000	420,000	12.0
Uruguay	1,111,758	72,210	15.4
Honduras	745,000	46,250	16.1
Paraguay	636,000	196,000	4.1
Nicaragua	600,000	49,200	12.2
Panama	360,542	32,380	11.1
Costa Rica	351,176	18,400	15.2
Total	67,796,072	8,769,294	26.05

The population of the city of Buenos Aires was 1,265,395 on April 30, 1910.

The Argentine Republic's net gain from immigration from January 1 to May 31, 1910, was 34,394, as compared with 17,571 for the same period in 1909. The newcomers mostly went directly to the sparsely settled rural districts.

New Caledonia Losing in Population

The population of the French island colony of New Caledonia is decreasing to such an extent that it will probably be necessary within a few years to introduce colored labor to take the place of the liberated convicts, who are fast dying out.

In last December the total number of convicts and ex-convicts in New Caledonia was 7,362, but of these the whereabouts of 500 were unknown; they had either escaped to Australia or New Guinea or died in the bush. Of the liberated convicts 4,783 were over 40 years of age, and only 459 were younger, consequently in ten years the quantity of convict labor now available will have been diminished by half, and in twenty years will have almost disappeared.

The total white population in 1906, when a general census was taken, was 19,570, of whom 13,808 were males and 5,762 females, or 395 females for 1,000 males. This abnormal preponderance was due to the fact that of 7,914 convicts then in the colony only 244 were women; still there was a wide margin even in the free population, for of 11,656 persons 6,138 were male and 5,518 were females, or 892 women to 1,000 men.

The native (black) population is also decreasing. A census in 1908 showed that there were 27,354 natives, as compared with 33,000 in 1891, tho the number of births continues to exceed the deaths slightly.

The New Rules of Football

[From Edward H. Coy's "Football—A Game for Gentlemen," in October *St. Nicholas*.]

Football is not a game for "muckers," or men who are unable to control their tempers. It is a game for gentlemen only, and let us hope that all who try to play it will be gentlemen. I do not want to be misunderstood on this point and appear to convey the impression that I am anxious to make football an effeminate game, but I do insist that the player must at all times be fair and square.

Loud and vulgar talk on the field during a game, for instance, is entirely unnecessary and uncalled for. Men who indulge in it are far from the kind who should bear the name of football players. There should be absolutely no talking at all by any of the members of a team except the captain and the quarterback. The captain alone should talk to the officials, and only in case of misunderstanding. Occasionally it helps to have the linemen talk quietly to each other, as it is a steady influence to feel that those near you are working hard and with you, but there is never an excuse for talking to opponents. Some think they must abuse the man opposite them and do all they can to frighten him, but that kind of play is by no means the kind we care for. It classes the man who does it with those who do not help football. Men are not sent on the field to talk. They have plenty to do to keep them busy, and if they do their work quietly they will have greater success. One of the greatest ends that ever played football, Frank Hinkey, the Yale captain, was nicknamed by some "Hinkey the Silent," because he hardly ever spoke while playing. Surely he did not lose by it. The spectators do not buy their tickets to hear a crowd of men talk. They go to games to watch men play, and loud talk is very disagreeable to all.

"Slugging" is another undesirable performance that sometimes occurs. Any one who can so far forget himself as to start a fight or do mean, underhand tricks when he thinks the officials are not looking his way should never put on a football suit. He disgraces himself, his college and the game. A man must control himself. It is much braver to refuse to hit a man back who hits you, and those who act that way are better football players and better men. Whoever plans to injure one of his opponents no longer is of use to his team. For football is a game in which team-work is the keynote, and in every play each man has a duty to perform. When a man begins to play unfairly he spends time and energy which he should devote to the play to something entirely apart from the game. For surely no one can say unsportsmanlike conduct is a part of a football game. And thus he weakens his team. I don't mean to say that men must not play hard and strenuously. They should, and the harder they play the better they play, and the more success they have. But I do urge all to play only a clean and fair game, for by so doing they will be better satisfied with themselves, and every one will be better satisfied with them.

And now comes a very important point on which many differ, but concerning which there is but one answer. Should a team take advantage of the officials' mistakes in ruling, if by some chance such a thing hap-

pens? It would be hard for a captain to give up a victory by informing the officials of a mistake, but of course that should be done. It is the only honorable thing to do. It is an unusual thing to do, but nevertheless it has been done, and those who act in that way win credit for themselves greater than the credit they would have gained by a football victory. It has for a long time been the idea of the majority that even if an unfair decision has been made, it should stand and not be reversed. And some even have thought that it was perfectly honorable to attempt to fool the officials into making unfair decisions. That idea is all wrong. Captains and coaches should follow the example of Mr. Stagg, of Chicago, who last year refused to allow an illegal decision of the referee to stand when it meant victory for his team. He at once called attention to certain rules which deprived his team of the necessary points to win the game. That is the kind of action that makes football. A man must love the game more than personal victory. What does one game count in comparison with the future of football? Mr. Stagg realized this, and unselfishly gave up a single victory in order to preserve the fidelity and strictness of the rules.

Now a word as to how to get ready for a season of football. Many of the serious accidents can be avoided, I believe, if the football players will take care of themselves and follow some of the rules of training. Football is not a game to trifle with. It is a game which requires preparation, and no one can expect to play a game without first getting into some sort of condition.

Banana Raising in Venezuela

Consul Ralph J. Totten, of Maracaibo, writes that, encouraged by the success met with in the cultivation of bananas in other localities on the northern coast of South America, a party of Venezuelan business men are preparing to establish a large banana plantation on the southern shore of Lake Maracaibo.

The soil is extremely fertile. It slopes up to the foothills of the mountains and permits the raising of a great variety of tropical and semi-tropical products at the different altitudes. Portions of the tract are heavily timbered with valuable cabinet and construction woods. The bananas raised in this locality are considered the best produced in this part of Venezuela. The bunches grow to large size and the fruit is sweet and of very good flavor.

Rain Insurance

Insurance has been made to cover almost every happening in England, such as the death of the sovereign, climatic conditions affecting the success of a pageant, a horse show, an agricultural fair, etc., and now a new form of insurance has been inaugurated which will enable persons whose holidays have been marred by rain to obtain, under certain conditions, monetary compensation.

Underwriters are prepared to insure against one-tenth of an inch of rain falling on more than two days a week at any towns on the south and east coasts of England between Bournemouth and Scarborough, where the daily rainfall is either officially published or where satisfactory records can be obtained.

The Cost of Living

Food Prices in Germany

Consular Agent George A. Makinson reports the retail prices of foodstuffs in Sorau, Germany, during May, 1910, as follows, in cents per pound: Beef, leg, shoulder, and belly, 17, 16, and 13; veal, leg and cutlet, soup meat, and belly pieces, 19, 18, and 14; mutton, leg, shoulder, soup meat, and belly pieces, 19, 18, and 14; pork, head and feet, smoked ham, whole, and smoked ham, cut, 11, 26, and 34; horse meat, 8; lard, 19; bacon, 21; butter, first and second quality, 29 and 26; lump sugar, 6½; coffee, raw and roasted, 26 and 29; rice, 5; flour, wheat and rye, 4 and 3; potatoes, 0.5. Eggs were 14 and 16 cents per dozen.

Meat Consumption in Paris

According to French official statistics for 1909, just published, the number of live animals shipped to Paris for local consumption was as follows:

The cattle numbered 179,161, or 2,068 more than in 1908; 1,118,832 sheep, a decrease of 7,334; 111,391 calves, or 1,625 increase; 215,133 pigs, or 47,283 increase. In 1909 there were slaughtered for food in Paris 48,795 horses, 861 mules, and 3,305 donkeys.

The average price of meat per kilo (2.2 pounds) during the year 1909 was, in cents, as follows: Oxen, 28.5; cows, 28.25; mutton, 38.6; bulls, 25.7; veal, 36.3; pork, 28. There was only an insignificant variation in the price of meat in 1909 as compared with 1908.

Of the meat brought to Paris only 0.3 per cent was of foreign origin, 99.7 per cent being French production. Of the imports, some 33,752 kilos were Swiss beef, 92,153 kilos Belgian and Dutch beef, 15,863 kilos American beef and mutton, and 26,232 kilos German beef.

The population of Paris, according to the census of 1906, was 2,763,393. At present it is estimated at three millions.

Cost of Living in France

The cost of living has considerably increased in the past ten years, and is constantly the subject of French comment and continual complaint on the part of those whose salaries remain unchanged. Moreover, there is every indication that the augmentation of prices will continue.

Consul James E. Dunning transmits a report received from a recent authority showing the percentage of increase in the cost of food, fuel, etc., during a period of five years: Bread, 15; beef, 22; veal, 14; mutton, 25; butter, 14; cheese, 25; fish, 50; preserved fish, 35; fresh vegetables, 15; dry vegetables, 30; macaroni, etc., 20; condiments, 25; pastry, 25; edible oils, 15; petroleum, 10; naphtha, 30; coal, 34; charcoal, 24; coffee, 25; chocolate, 25; candles, 10; crockery, 30. This authority concludes that the cost of ordinary articles of household consumption has, during five years, increased, on an average, 25 per cent.

Of course, prices differ according to localities, and in places where one would expect to find certain articles

cheap and in abundance the contrary is the case. Havre is an important fishing town, yet fish is sold higher here than in Paris, because almost the entire catch is dispatched immediately to the capital, where its sale is not only certain but contracted for yearly in advance. The surplus, a meager one, never goes begging. The same is true of meat, for while a more admirable grazing land than this part of Normandy would be impossible to find, and while cattle and live stock are seen on all sides, the bulk of it goes to Paris.

In the cost of clothing there has been practically no change since 1900, the prices ranging as follows: Good suit, \$25 to \$30; ordinary suit, \$4.82 to \$11.58; workman's suit, \$2.13 to \$3; shoes, \$2.89 to \$5; workman's shoes, \$1.93; derby hats, \$1 to \$3.50; overcoats, \$14 to \$30; workman's overcoat, \$7.72.

Fire Losses Reduced to Minimum

In a report on the fire department of Prague, Consul Joseph I. Brittain states that there has not been a life lost in consequence of a fire during the past fifteen years in that Bohemian city of over 500,000 population, and that the loss of property from fires during the past three years has been less than \$20,300 annually.

The buildings are rarely over five stories high, and the height cannot exceed twice the width of the street on which a building fronts. Nearly every building is constructed of large bricks laid in cement. The outside walls are covered with a coating of cement, and the ornamentation is frequently made of the same material, altho many of the houses are ornamented with cut-stone finishings.

The joists and the space between them are usually covered with terra-cotta and concrete, with no exposed woodwork except the window and door frames. The hallways are nearly all made of concrete and the stairs of granite, built self-supporting, with practically no exposed woodwork. The attics usually have exposed wooden floors and rafters, but no one is permitted to sleep in an attic. The kitchen floors are also built of concrete, with tiled wainscoting. No exposed woodwork is permitted in chimneys or close to furnaces. All the old houses and hotels are heated by tile stoves, but many of the new ones, including the hotels, have central heating plants installed like those in American buildings.

While the ordinary laborer receives small wages, yet there is probably not another city in Europe where there are so few poorly constructed houses as in Prague.

All of the expenses of the fire department are defrayed by the city, but for detailing firemen at the theaters the city receives annually \$2,578; also 2 per cent of the profits of the city fire insurance company, amounting last year to \$1,380. The city also received a donation of \$20,300 from the city insurance company.

The force of the fire department consists of 169 men. The department is not so well equipped as a fire department in an American city of equal size, nor is there any necessity for it, owing to the careful construction of the buildings.

About Alaska

Alaska would make 470 Rhode Islands.

It has the only tin mines in the United States.

It has 599,446 square miles — 383,645,444 acres.

It has the greatest fishing waters in the world.

It is over twice the size of the German Empire.

It is fourteen times the size of New York State.

It has more copper than Michigan and Arizona.

It is one-fifth the size of the United States proper.

It has paid for itself twenty times over in fish alone.

It was purchased for \$7,200,000, less than 2 cents an acre.

It has paid for itself twenty-five times over in gold and silver.

It is estimated to have half as much coal as all the United States.

It has the greatest cattle and sheep ranges under the American flag.

It has the highest mountain under the American flag—McKinley, 20,300 feet.

It has 4,750 miles of general coast line; the entire United States has only 5,705.

It is larger than all of the States north of the Ohio and Potomac Rivers and east of the Mississippi.

It is in the same latitude as Sweden, Norway, and Finland; has a better climate, more arable



Alaska is about one-fifth the size of all the States



Alaska laid on Europe covers a population of about ten millions
Courtesy Collier's Weekly

ground, and is much larger than all three of those countries, which have a total population of 10,030,000.—*Collier's Weekly*.

Modern Buenos Aires

By CONSUL-GENERAL R. M. BARTLEMAN

Nearly 30 per cent of the population of Argentina live in incorporated places of over 50,000 inhabitants. Fully 20 per cent of them live within a twenty-mile radius of the federal capital. Buenos Aires is to a greater extent than any other capital in the world the concentrated center of commerce, industries, manufactures, population, and wealth of the entire country. It is the fourth city in the two Americas. However, Buenos Aires is not the Argentine Republic, and no one can have a true idea of that Republic without a close knowledge of all the more important twenty-four provinces and territories. Twelve thousand three hundred and ninety-seven buildings were erected in Buenos Aires, in 1909, many of them very large, modern office buildings built of structural steel.

The largest hotel and the largest office building in South America were completed in Buenos Aires in 1909, both built by architects and with materials from the United States. Buenos Aires is being transformed by the new "skyscrapers" and the large, modern apartment-houses built in the semi-French style. It is said that six years ago steam heat was almost unknown in Buenos Aires, where the winter season, tho short, can be cold and damp, while to-day every new apartment-house has a good system of steamheating. The old one-story houses are rapidly giving way to more modern structures.

Of the many municipal improvements carried out or begun in 1909 under the supervision of M. Bouvard, the eminent French landscape gardener, the new Congress Park will provide a breathing space the size of the White House grounds in Washington in the heart of the city for all time, and the broad, new streets in the suburbs will greatly help future traffic.

Attendance at the German Universities

The total number of registered students during the current semester is 54,845, which includes 2,169 women, as compared with 51,700 during the summer of 1909, and 33,700 in 1900. In addition, mention should be made of the non-matriculated, who are entitled to attend lectures, etc., in the capacity of "listeners" or guests, which number 2,686 men and 1,226 women, and which bring the actual attendance up to 58,757.

The increase in the number of medical students, from 6,000 in 1908 to 10,700 in 1910, causes much comment in Germany, where the profession is overcrowded. Recent statistics show that over one-third of the number of practicing physicians fail to earn \$1,000 per annum.

The University of Berlin still leads in point of attendance, but the approaching celebration of its centenary may be partly the cause of this sudden growth. The twenty-one universities are classified as follows by attendance: Berlin, 7,902; Munich, 6,890; Leipzig, 4,592; Bonn, 4,070; Freiburg, 2,884; Halle, 2,451; Breslau, 2,432; Heidelberg, 2,413; Göttingen, 2,353; Marburg, 2,192; Tübingen, 2,061; Münster, 2,007; Strassburg, 1,964; Jena, 1,817; Kiel, 1,760; Würzburg, 1,429; Königsberg, 1,381; Giessen, 1,334; Erlangen, 1,050; Greifswald, 1,029; Rostock, 834; total, 54,845.

Notes of New Books

The leaves of Williams's chemistries have been dog-eared by more than a generation of science students and teachers. The author presents the fruits of his twenty-five years' teaching experience in a new volume, "Essentials of Chemistry." The book combines the accuracy, excellency of method, and knowledge of students' needs which characterize the earlier volumes, with new and advanced ideas of arrangement, a more psychological development of the work, and the latest results of research in the scientific field. (Ginn & Company, Boston.)

"German Literature, Land, and People," by Franklin J. Holzwarth, Professor of the Germanic Languages and Literatures, Syracuse University, is intended for college students of German. It gives a concise view of the German people, their land and literature, and shows how German thought and character have grown and developed under the influence of other nations. A feature not found in any other American text-book is the inclusion of outlines, act by act, of the dramas of Lessing, Schiller, and Goethe. Introductory chapters describe the early civilization and history of the Germans. An appendix treats of the language, the geography, the government, industries, and education, a list of idiomatic expressions, and tables of money, weights, and measures. Price, \$1.00. (American Book Company, New York.)

"Old Fashioned Fairy Tales," retold by Marion Foster Washburne, from Tom Hood's version, has been brought out as a supplementary reader. The stories, tho really those of our great-grandmothers' day, have all the interest of a first-told tale. Little Red Riding Hood, Puss in Boots, The Sleeping Beauty, and Hop O' My Thumb, in the very delightful dress of Mrs. Washburne's weaving, seem entirely new and original. The quaint pictures by Margaret Ely Webb include five full-page color plates, and twenty-two text illustrations in line and color on soft-tinted paper. Suggestions for language, dramatic and illustrative work, add to the value. Price, 45 cents. Rand, McNally & Co., Chicago.

"Insect Wonderland" is a book of nature stories, by Constance M. Foot. Simple facts relating to the insect world are told in story form, fitted to the comprehension and appreciation of little children. The stories are suitable to be told to kindergarten children, or to be read by mothers for the amusement of their little folks. Price, \$1.25. (John Lane Company, New York.)

In 1888 Ginn & Company published a small edition of a new textbook in plane geometry—the outcome of the teaching experience of George A. Wentworth at Exeter Academy. In 1899, eleven years later, a revised edition of "Wentworth's Plane Geometry" was published. In 1910, after another period of eleven years, appears another edition of the "Wentworth Plane Geometry," revised by George Wentworth and David Eugene Smith. It is based on the solid principles which established and maintained the success of the earlier editions, while the best thought and practice of to-day have guided the development and illustration of these

principles. Price, 80 cents. (Ginn & Company, Boston.)

The "First Book in Geography," by Alexia E. Frye, is a "First Book" telling the story of the earth as the home of man. Pupils ready for a simple third reader can begin the study of this book. The text is graded with care, and leads upward by easy steps. It covers two years of study. The pictures are the highest type of costly wood engraving. The book lays much stress on the study of *location of important places*. With this in view the maps have been made very simple. After each lesson will be found questions to aid in the study of the text. Price, 90 cents. (Ginn & Company, Boston.)

The publication of "Sally Ann's Experience" as a separate book discloses to the many friends of that lovable fictitious character, "Aunt Jane," the identity of Eliza Calvert Hall. The first of her "Aunt Jane" stories, called "Sally Ann's Experience," was written for the purpose of showing the iniquity of the old common law of England in regard to the property rights of married women. It appeared in the *Cosmopolitan Magazine* in July, 1898, and that number of the magazine soon went out of print. It was reprinted in various newspapers and periodicals thruout the English-speaking world. The present edition, which is charmingly gotten up, is 50 cents. (Little, Brown & Co., Boston.)



From Weak to Strong

The Physicians of the Murine Eye Remedy Co., Chicago, U. S. A., Oculists of years' standing, carefully prepare the

Murine Eye Remedies

in the Company's Laboratory. These Remedies are the result of their Clinical, Hospital and Private Practice, and they have found from their years' of experience with Children's Eyes, that two drops of Murine in each Eye of the Growing Child is of inestimable value. Murine is an Eye Tonic and they know, if it is used regularly, that it Tones the Eye of the Growing Child and in many instances obviates the use of Glasses, and is it not reasonable that Glasses when not required will retard the development of a young and growing Eye?

Murine, through its Tonic effect, Stimulates Healthy Circulation and thus promotes the normal development of the Eye. We do not believe there is a Mother who has used Murine in her own Eyes and in the Eyes of the members of her family who would be without it, or who is not willing to speak of its Merits as The Household Friend.

The Child in the Schoolroom Needs Murine

Murine contains no harmful or prohibited Drugs and conforms to the Laws of the Country.

Druggists and Dealers in Toilet Preparations everywhere will supply Murine and tell you of its gratifying results.

Samples and Instructive Literature cheerfully sent by Mail to interested applicants.

Murine Eye Remedy Co., Chicago, U. S. A.

Mention this Journal and the Sample will be Liberal.

Apple-Tree Hall

[Elizabeth Roberts MacDonald
in October *St. Nicholas*.]

There's an old spreading apple
tree, gnarly and wide,
In an orchard (I can't tell
you where),
Where Dora and I can curl up
side by side,
And nobody know we are
there.
We go there on Saturdays—
that's if it's fine,
And mother is willing, and
all—
Take our dolls and our dishes,
and there we keep house
Till tea-time, in Apple-Tree
hall.

There's the loveliest carpet, all
wood-brown and gray,
And the walls have a pattern
of green;
The windows are curtained the
coziest way
That ever was thought of or
seen;
And as for the ceiling, it's blue
as the sky;
And we've crimson globe-
lamps in the fall—
In the spring we have pink, and
in summer use none
(Such a saving!) in Apple-Tree
hall.

All the neighbors are charming
—so musical, too!

Madam Thrush has a voice
like a bird,

And the love songs she sings (in
Italian, I think)

Are the sweetest we ever have
heard.

Then the dryads and wood-
nymphs dwell close to us, too,
Tho they are too bashful to
call.

The society really is quite of
the best

When we're living at Apple-
Tree hall.

Oh, I wish I could tell you one-
half of our plays,
And the fine things we plan
when we're there,

Of the books that we'll write
and the deeds that we'll do
In the years that wait, shin-
ing and fair.

My mother says, sometimes—
and so does Aunt Kate—
That these are the best days
of all:

But we think it's just the be-
ginning of fun,
Keeping house here in Apple-
Tree hall!

Some general principles are formulated by Marion Talbot, Dean of Women at Chicago University, to secure co-operation for a better understanding between the three factors in education for women. In the first place, it is the duty of the college to strengthen, not to destroy or even to weaken, the family tie. Every possible social and educational influence should be called upon to develop the lasting virtues of the family relation, altho many of its attributes, once prized, now outworn and useless, are rapidly disappearing. In the second place, the natural and rational method of maintaining the interest of the parent is to have the child encouraged or perhaps compelled to formulate some acceptable reason for taking a college course and incidentally to plan for her future life. In most cases the parent will accompany the child step by step in sympathy and understanding, and, instead of having a wide and almost impassable gulf between them, as too often happens when the college course is finished, both parents and child will then find that altho their activities may take different forms, they remain close together in spirit and mutual understanding. The daughter will find herself a truly essential factor in the home life and, on the other hand, the parents will rejoice that in spite of their waning powers they can still be vitally in touch with interests that appeal to them.—From *The North American Review*.

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Smile in face of danger and hang to your grit.

Folks die too easy—they sort of fade away;
Make a little error, and give up in dismay.
Kind of man that's needed is the man of ready wit,
To laugh at pain and trouble and keep his grit.

—LOUIS E. THAYER, in the New York Times.

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DAINTY Milkweed Babies ...
Dainty milkweed babies,
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When Mark Twain Shocked the Immortals

In his memories of Mark Twain in *Harper's* for September, W. D. Howells tells of the long-forgotten dinner in Boston when Mark Twain, with fatal effect, made game of Emerson, Longfellow, and Holmes:

"He believed he had been particularly fortunate in his notion for the speech of that evening, and he had worked it out in joyous self-reliance. It was the notion of three tramps, three deadbeats, visiting a California mining camp, and imposing themselves upon the innocent miners as respectively Ralph Waldo Emerson, Henry Wadsworth Longfellow, and Oliver Wendell Holmes. The humor of the conception must prosper or must fail according to the mood of the hearer, but Clemens felt sure of compelling this to sympathy, and he looked forward to an unparalleled triumph.

"But there were two things that he had not taken into account. One was the species of religious veneration in which these men were held by those nearest them, a thing that I

should not be able to realize to people remote from them in time and place. They were men of extraordinary dignity, of the thing called *presence*, for want of some clearer word, so that no one could well approach them in a personally light or trifling spirit. I do not suppose that anybody more truly valued them, or more piously loved them, than Clemens himself, but the intoxication of his fancy carried him beyond the bounds of that regard, and emboldened him to the other thing which he had not taken into account, namely, the immense hazard of working his fancy out before their faces, and expecting them to enter into the delight of it. If neither Emerson, nor Longfellow, nor Holmes had been there, the scheme might possibly have carried, but even this is doubtful, for those who so devoutly honored them would have overcome their horror with difficulty, and perhaps would not have overcome it at all.

"The publisher, with a modesty very ungrateful to me, had

abdicated his office of host, and I was the hapless president, fulfilling the abhorred function of calling people to their feet and making them speak. When I came to Clemens I introduced him with the cordial admiring I had for him as one of my greatest contributors and dearest friends. Here, I said, in sum, was a humorist who never left you hanging your head for having enjoyed his joke; and then the amazing mistake, the bewildering blunder, the cruel catastrophe was upon us. I believe that after the scope of the burlesque made itself clear, there was no one there, including the burlesquer himself, who was not smitten with a desolating dismay. There fell a silence, weighing many tons to the square inch, which deepened from moment to moment, and was broken only by the hysterical and blood-curdling laughter of a single guest, whose name shall not be handed down to infamy. Nobody knew whether to look at the speaker, or down at his plate. I chose my plate as the least affliction, and so I do not know how Clemens looked, except when I stole a glance at him, and saw him standing solitary amid his appalled and ap-



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palling listeners, with his joke dead on his hands. From a first glance at the great three whom his jest had made its theme, I was aware of Longfellow sitting upright, and regarding the humorist with an air of pensive puzzle, of Holmes busily writing on his menu, with a well-feigned effect of preoccupation, and of Emerson, holding his elbows, and listening with a sort of Jovian oblivion of this nether world in that lapse of memory which saved him in those later years from so much bother. Clemens must have dragged his joke to the climax, and left it there, but I cannot say this from any sense of the fact. Of what happened afterward at the table where the immense, the wholly innocent, the truly unimagined affront was offered. I have no longer the least remembrance. I next remember being in a room of the hotel, where Clemens was not to sleep, but to toss in despair, and Charles Dudley Warner's saying, in the gloom, 'Well, Mark! You're a funny fellow.' It was as well as anything else he could have said, but Clemens seemed unable to accept the tribute.

"I stayed the night with him, and the next morning, after a

haggard breakfast, we drove about and he made some purchases of bric-à-brac for his house in Hartford, with a soul as far away from bric-à-brac as ever the soul of man was. He went home by an early train, and he lost no time in writing back to the three divine personalities which he had so involuntarily seemed to flout. They all wrote back to him, making it as light for him as they could. I have heard that Emerson was a good deal mystified, and in his sublime forgetfulness asked, Who was this gentleman who appeared to think he had offered him some sort of annoyance? But I am not sure that this is accurate. What I am sure of is that Longfellow, a few days after, in my study, stopped before a photograph of Clemens, and said, 'Ah! He is a wag,' and nothing more. Holmes told me, with deep emotion, such as a brother humorist might well feel, that he had not lost an instant in replying to Clemens's letter, and assuring him that there had not been the least offence, and entreating him never to think of the matter again. 'He said that he was a fool, but he was God's fool.' Holmes quoted from the letter with a

true sense of the pathos and humor of the self-abasement."

Why Children Leave School

The time when vacations are closing and the army of school children comes trooping back to school is most opportune for the report of the commission authorized by the Russell Sage Foundation to find out why 250,000 children quit school yearly.

Dr. Luther H. Gulick, who makes the report, gives as his first reason the lack of adjustment between the length of the compulsory education and the length of the school course. Next to this, he places losses due to preventable ill health or to removable physical defects. That the education of future citizens should be stopped by preventable causes is a deplorable state of affairs, which fortunately is being gradually remedied by medical inspection and proper instruction.



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The Late Professor Felter

The death, at Cullman, Ala., Feb. 16, 1910, of Stoddard A. Felter removed a very efficient agent for the instruction of teachers. He was born in Genesee County, N. Y., was graduated from the New Jersey Normal School, then from Princeton University. He published a series of arithmetics entitled "The Natural Arithmetic," also a work on bookkeeping.

Removing to Kansas, he served as Assistant State Superintendent of Schools for several years. Regaining his strength, he returned East and engaged in the instruction of teachers in Virginia for a time, but about twenty years ago he founded the Polytechnic College at Cullman, Ala.

The long acquaintance he had with teachers enabled him to make the work in Alabama very successful. His plan was to gather students at the college for as long a time as they could attend, and then, by correspondence, carry forward the work begun to as high a degree as possible. The enthusiasm created by his personal efforts

was truly wonderful; attempts for a high scholarship were seemingly never abated.

Professor Felter was singularly altruistic; his joy was to put young people on the road to a higher stage of thought, life, and knowledge. He was extra-

ordinarily skillful in the school-room. An early motto with him was, "Maintain an interest." It is a great satisfaction to record that he could impart his skill to others; thus has he done a good work for the world. He leaves a widow in Cullman, a son in Boston, and a daughter in Birmingham.

The President of the N. E. A.

The election of Ella Flagg Young to the presidency of the N. E. A. marks an epoch in the history of associations. The N. E. A. is a close corporation. The executive committee is an adroit self-perpetuating body. The nominating and election of officers, the control of the funds and the prestige and power of the association are all under the domination of the inner council of the directorate. The unexpected happened in the election of Mrs. Young. There were about one thousand voting members at the 1910 Boston meeting. President Snyder, the organization candidate, received 337 votes and Mrs. Young 663.

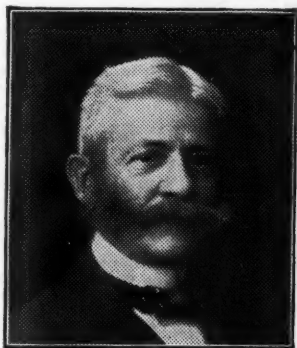
The city superintendent of Chicago broke the political slate. The women voted for a woman.

The men were out-voted. It was not a question of sex. It was the question of votes. Ella Flagg Young will give the N. E. A. a square deal. She will prepare a program without consulting men or women who represent business interests.

The meeting for 1911 promises to be the most unique and interesting in the history of the N. E. A. It will give to the N. E. A. some of the prestige it has lost during the past ten years by being governed by a self-elected and self-perpetuating board. The election of Ella Flagg Young comes as a warning to State associations that are sustained entirely by women and governed entirely by men.

—Editorial in *The Western Journal of Education*.

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Now, Willie Johnson, yesterday,
He make a face at me, an' say
He's glad he ain't a little girl,
'Cause he don't have no hair to
curl
An' his face don't have to be
clean—
An' so I tell him 'at he's *mean*,
An' I make faces at him, too,
An' stick my tongue out! Yes,
I do!

Nen me an' Willie Johnson
fight.

I know 'at girls must be po-lite
An' never get in fights—but he
Got in the fight; it wasn't me.
An' so I tore off Willie's hat
An' give him just a little pat
Up 'side his face, an' he just cry
An' run home like he's 'fraid
he'll die!

So pretty soon his mama, she
Comed to our house—an' *looked*
at me!—

Nen goed right in where mama
is—

She tooked 'at tore-up hat o'
his.

An' Missus Johnson she just
told

My mama lots o' things, an'
scold

About me, too—'cause I'm out-
side

An' hear—th' door is open wide.

Nen Willie comed out wif his
pup

An' say "Hullo!" So we *made*
up,

Nen get to playin' an'mal
show—

His pup is a wild li'n, an' so,
W'y, he's a-trainin' it, an' I'm
Th' aujence mos' near all th'
time.

An' nen our mamas bofe comed
out.

His mama she still scold about
Me slappin' him—an' they bofe
say:

"Hereafter keep your child
away!"

An' nen they see us playin'
there

An' they bofe say: "Well, 'I
declare!"

—WILBUR D. NESBIT, in *Har-
per's Magazine* for Sept.

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Spelling and Predes- tination

In the before-the-war time, of which Marion Harland has told so much in her recently published autobiography, even school children were expected to profit by discourses on future punishment. "One day," writes Marion Harland, "the word 'Heaven' fell to me to spell and define. This done, the 'improvement' followed in Mrs. Bass's best class-meeting tone: 'Heaven!' I hope you may get there, Virginia! You ought not to fail of abundant entrance, for your parents are devout Christians and set you a good example. Next! 'Heavenly.' Near the foot of the column stood 'Hell.' Anne Carus rendered it with modest confidence. But Mrs. Bass was not to be cheated of her application. 'Hell!' She iterated in accents that conveyed the idea of recoiling from an abyss. 'Ah-h-h! I wonder which of my little scholars will lie down in everlasting burnings!' Another pupil cried out: 'Mercy! I hope I won't!' The teacher's groan was that of a trained exhorter: 'I can't answer for that, Betty, if you will dance and go to balls!' But the author adds that the children took it all very much "as a matter of course."

For the Maintenance of Peace

The bill which by an Act of Congress became law in June, 1910, provided for the appointment of a commission of five members to draft articles of international federation with these three problems to consider: (1) The limitations of a r m a m e n t by international agreement. (2) The possibility of combining the navies of the world for peace. (3) Any other methods to bring about peace. These problems are discussed each in turn by Hamilton Holt, who concludes:

It will probably be found that any League of Peace likely to be established at the present time will have to be based on these three propositions:

1. Each nation in the League to respect the sovereignty and territorial integrity of the others.

2. The armies and navies of the members of the League to be at its service to enforce the decrees of the International Tribunal in all questions that the members of the League previously agree to refer to arbitration.

3. The Armies and Navies of the League to sustain any member of the League in a dispute with any outside nation which refuses to arbitrate.—From "The United States Peace Commission," in *The North American Review* for September.

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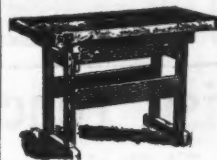
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Questions with Answers

FOR REVIEW AND EXAMINATION

13. What was the line of demarcation?

Portugal had discovered some islands off the coast of Africa. Spain had become possessed of new lands in the West. Both countries were commercial rivals, and sought the Pope to confirm their discoveries and possessions. The Pope fixed the line of demarcation as 370 leagues west of the Cape Verde Islands, by which Portugal was to have all the islands and land found east of this line and Spain all the lands west of this line.

14. Give an account of the treatment received by Columbus in his later years.

Spain had become disappointed at his failure to bring back great stores of wealth. Enemies had arisen; the Queen had died, and he was left alone, without any friends at the court. Broken in body, but not in spirit, the great sailor died in neglect and poverty, in Spain in 1506, at the age of 70.

15. What was the effect of Columbus's discoveries and explorations?

Numerous adventurers flocked to the New World in search of gold and adventures. Many of these had just come fresh from the wars with the Moors and were thirsting for fresh excitement.

A Dreadful Trio

There are three common diseases, Scrofula, Catarrh and Consumption. The first and second commonly go hand in hand, and sometimes the third joins them—a dreadful trio!

Why call attention to them?

Simply to tell what will cure scrofula and catarrh and prevent consumption, according to incontrovertible evidence. It is Hood's Sarsaparilla.

In the fall the progress of these diseases is most rapid and we would advise that treatment with this great medicine be begun at once.

A British fleet, the largest fleet ever assembled, starts September 15th upon a voyage around the world, to call at every British colony with a seaport. Its mission is to announce the accession of the new King. The time planned for the voyage is three years.

The Adviser

[Mr. Roosevelt will assume the rôle of an advisory publicist.—Current Guess.]

Teddy will tell us the things we should do,

The things we should drink and the things we should chew;

He'll tell us the way

We should preach and should pray

And the reason our hens are refusing to lay,

And the time to cut corn and the time to make hay,

And just who has the shuffle

And who has the deal,

The place for a ruffle

And how to roast veal.

And how to build bridges, and how to make bread,

And how to remember the things we have read.

And how to write headings,

And what kind of pants

Are worn at noon weddings,

And how to kill ants,

And how to peel onions and

what's good for bunions,

And how to can berries and

care for canaries,

And how to make fences,

And how to set hens,

And what are the tenses,

And how to fix dens,

And how to raise babies,

And how to make kites,

And how to cure rabies,

And how to run fights,

And how to run trolleys and cook hot tamales and what to feed collies.

And how to stuff pillows and when to trim willows and what causes billows,

And how to keep cool,

Cure balks in a mule,

Store eggs so they'll keep,

House cattle and sheep,

Heal burns on the hand,

Make chests to expand,

Embroider a monogram, re-paint a chair,

Retrim an old bonnet, and what will grow hair—

Oh, Teddy will tell us the things we should know,

Just as he's been telling since long, long ago.

—Harper's Weekly.

Rest and Health for Mother and Child

MRS. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.



How to Reduce Dust in Schoolrooms

It is now a well-established fact that dust is accountable for the spreading of more contagious diseases among school children than any other single cause.

Modern science and practical experience both prove that many diseases are held in check by simple precautionary measures. Do away with dust and many dangerous diseases may be averted. A simple dust preventive is at hand in

STANDARD FLOOR DRESSING

It is keeping down dust in thousands of schools with a success that is extremely gratifying. Treat floors three or four times a year with Standard Floor Dressing for the best results. By keeping down the dust it prevents the circulation of germs, and tests have proved that 97½ per cent. of all living organisms coming in contact with the dressing are killed.

Besides being a dust preventive, Standard Floor Dressing is an effective floor preservative and labor saver. Will not evaporate. Pays for itself many times over. Not intended for household use.



In order that you may be convinced of the merits of Standard Floor Dressing, we will apply it to the floor of one room or corridor in school or other public building FREE OF ALL COST.

To localities far removed from our agencies, we will send free sample with full directions for applying. Sold in barrels and cans of varying sizes. Send for testimonials, reports and book, "Dust and its Dangers."

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Teaching Children Self-Control

It was a pleasure to witness, not long ago, in a neighbor's child, the working out of the theory of rewarding goodness instead of punishing badness in children.

Little Margaret, of ten, was a girl of unusual brightness, but her quick, sharp tongue brought her many troubles.

Whippings she accepted as her natural birthright, but they left her no nearer self-control. At last the mother was taken ill, and a nurse of wide experience came into the home. The care of Margaret was one of her duties, and as she watched her day by day she felt a pity for the child.

So the nurse studied Margaret, and she found a point of vantage. Margaret had a wonderful love of stories, and was never so happy as when listening to the recital of one. Here was her chance. A story was promised to Margaret every night at bedtime, provided she had not given way to her temper during the day, and the rule was strictly adhered to. At first, of course, there were many nights of no story-telling. But with the help of the wise nurse little Margaret guarded her tongue more and more, until after a few months she seldom missed a story, and was herself proud of the victory.—C. L., in *Harper's Bazar*.

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Many desirable positions to offer teachers of the first grade.
CO-OPERATIVE No enrollment fees. Blank and booklet from any office.

Blood Humors

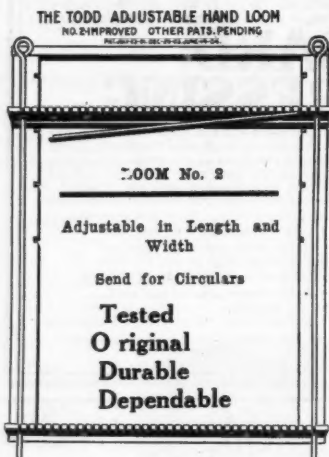
Commonly causes pimples, boils, hives, eczema or salt rheum, or some other form of eruption; but sometimes they exist in the system, indicated by feelings of weakness, languor, loss of appetite, or general debility, without causing any breaking out.

They are expelled and the whole system is renovated, strengthened and toned by

Hood's Sarsaparilla

Get it today in usual liquid form or chocolate tablets called *Sarsatabs*.

The Todd Adjustable Hand Looms Improved



Hardwood, Four Styles, Double Lock Corners, Nailed and Glued

Weaving, Basketry and Construction Work Supplies

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Bulletin describing courses sent on application.

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New Haven Normal School of Gymnastics
Two years' course in educational, medicinal and recreative gymnastics, fitting for teaching, physical training and playground work. New bathhouse and athletic field. Summer session. Catalogue.

An Unostentatious Governor

Harmon appeals to the Ohioan whether that Buckeye's political notions dovetail with the Harmon brand of politics or no. Because Harmon is, to use the expression of a Holmes County farmer who was analyzing the merits and demerits of the State executive, "jes' so durn common."

"I'll tell ye, boys," he said. "I went down t' th' State House an' I walked right into th' Governor's office an' I sez, sez I, 'Where's Jud?' An' right then he comes a-walkin' out an' he grabs me by th' hand and he asts me where I'm from an' hands me a stogy an', by cracky, when I tells him my name and that I'm from Ol' Holmes, why, he asts me about a lot of th' fellers up here an' takes me by th' arm and we walks out of the capitol together. He ain't no more stuck up than you be."

Which homely estimate casts an intense and interesting sidelight on J. Harmon. He may not be feverishly interested in you, but he has a quiet, unobtrusive way of making you believe that he has been sitting up and waiting to greet you since the dawn of history. Not an ostentatious palaver, understand, but just a natural, friendly sort of a way with him that you're bound to recognize and appreciate and swell up about.

There was a street-car strike on in Columbus. The mayor and the sheriff had called out the troops. Four thousand of the State militia were camped about the town. It was costing the State thousands of dollars to maintain them there. And Judson Harmon was mad about it. The interference of troops in strike times is a condition usually fraught with delicate danger to those politically ambitious. Politicians had schemed to get Harmon "into a hole." Did it bother him? Not a whit. He just went at the situation with characteristic directness. And that's the Harmon way—direct—forceful—unwavering. If he has work to do, he does it. If he starts out to play, he plays.—From "Judson Harmon of Ohio," by Sloane Gordon, in the *American Review of Reviews* for September.

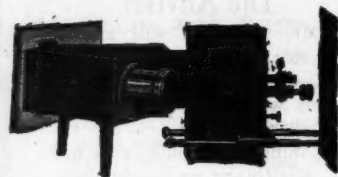
By the Fire

The flame is dancing on the coal,
The smoke goes dancing up the flue,

The steam from out the kettle-spout

Is gaily dancing upward, too,
And then to join the company,
The lid begins a jig, you see.

—Selected.



Illustrated Teaching

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makes available for work in the class room the widest range of illustrative materials such as post cards, photographs, prints etc.

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